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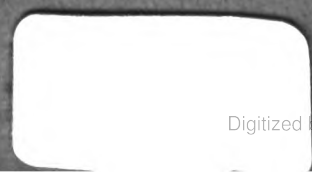
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# *Bulletin of the New Hampshire Public Libraries*

Arthur Horace Chase, New Hampshire. Board of  
Library Commissioners, New Hampshire State ...

















JUN 18 08

# BULLETIN

OF THE

## NEW HAMPSHIRE

Public

## LIBRARY COMMISSION

VOLUMES 1, 2 AND 3.

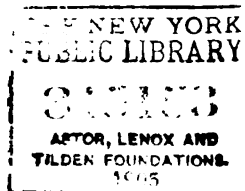
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H. H. Fox Pugh, Lib.

THE NEW HAMPSHIRE  
PUBLIC LIBRARY  
ASTOR, LENOX AND  
TILDEN FOUNDATIONS

# BULLETIN

OF THE

## NEW HAMPSHIRE

# LIBRARY COMMISSION

NEW  
SERIES.]

CONCORD, N. H., MARCH, 1900.

[VOLUME I,  
NUMBER 1.

### BOARD OF LIBRARY COMMISSIONERS.

EDWARD H. GILMAN, <i>Chairman,</i>	Exeter.
GEORGE T. CRUFT,	Bethlehem.
HOSEA W. PARKER,	Claremont.
JAMES F. BRENNAN,	Peterborough.
ARTHUR H. CHASE, <i>Secretary,</i>	Concord.

The library law of 1895 directed the board of library commissioners to issue a library bulletin "at least twice in each year," such bulletin to contain "recommendations as to the best methods to be employed in library work, together with notes on library progress and such other matters of general information relating to library work as they may deem proper."

In compliance with this law the board have thus far issued three bulletins, dated respectively December 31, 1895, December 31, 1896, and November 1, 1898.

At a recent meeting of the board the feeling was unanimous that bulletins should be issued at regular intervals and should contain, so far as possible, papers, discussions, and news items of especial interest and value to the officials and patrons of the smaller libraries of our state. The board, therefore, have decided to issue a bulletin quarterly, in the months of March, June, September, and December of each year, and present this as the initial number thereof.

An earnest effort will be made, first, to select articles for its pages that will appeal to the reading instinct of the general public,

both those who are now patrons of libraries and those who ought to be; second, to have the contents of the articles of that nature that shall gradually influence the public mind to read and to read well; and finally, to convince each one that the little library which is growing up in the community where he lives can be made a source of education and of material value if he will use its resources.

To succeed, this plan must have the full support of the library officials of each library in our state, and we earnestly urge them to keep this and subsequent bulletins at all times before the patrons of the library and influence them to read and profit by such bulletins.

The board of library commissioners announce with deep regret the death of Josiah H. Whittier, a member of the commission and its secretary from its inception in 1892 to the time of his death. Mr. Whittier was an earnest and untiring worker in the library cause in this state. During the time he was secretary one hundred and thirty-eight free libraries were established in the state and books were furnished to them by the library commissioners of the value of \$13,800.

All of the administrative work attending the establishment of these libraries and the selection and distribution of the books to them was done by Mr. Whittier with ability and success. He was the moving spirit of

\*HNC

the movement, and to his willing sacrifice of time and labor belongs the credit for the results that were obtained.

His death is a serious loss to the library field in this state and to the commission.

The board of library commissioners will be glad at all times to answer questions and give advice with reference to the administration of libraries, the best methods of increasing its usefulness, the purchase of books, and all other matters relating to the library movement in this state. They invite correspondence upon any of the troublesome questions that come to the trustees and librarian, and promise a careful consideration of the points and seasonable replies. It is the desire of the commission to come into closer touch with the libraries and to do all in their power to aid in the work.

### Library Advertising.

There is an undoubted prejudice against the word advertise. We connect with it something we call unprofessional. We recall the want column and the ever present patent medicine sign. Advertising really means "the bringing of anything into public notice." It can, like everything else, be done well or badly. To be done well, it must be done with dignity, appropriateness, and truth.

The fact is that the public knows very little of the institutions of which librarians know so much, because library news is printed almost exclusively in the professional papers, which the public neither reads nor sees. This is not because literary and popular periodicals will not take the matter. On the contrary, they are eager for it. Neither is it because the public is not interested in the subject, for when a library article does appear in a periodical not strictly professional, it attracts widespread attention. Some years ago Mr. Julian Ralph wrote an article for "Harper's Weekly" on some western libraries. He told little that was new to librarians, and yet his article was widely read and often quoted. It probably helped the popular cause of public libraries more than a hundred papers of equal merit published only in our professional papers.

The librarian's best medium for outside advertising is the local press. Let the reporters know that the library is a good place to get news. If possible, arrange for a different day for the representative of each paper to come for library items. The most casual acquaintance with reporters will convince you of their hunger for "exclusive" news. Care is, of course, necessary as to the news you give out. Personalities in regard to the staff or library patrons is not library news.

Not only should the attractions of the library be noticed, its new books and its resources on current topics of interest, but its plans for new usefulness, and especially its needs, should be made public. In making public what is needed, it is not necessary to make begging appeals, and certainly neither to criticise nor to complain. If the public is taken into your confidence as to facts, it is seldom necessary to make comments of any kind.

A striking illustration of this is Mr. Herbert Putnam's article on the Library of Congress in the January "Atlantic." To librarians this paper reveals a very deplorable state of things, but Mr. Putnam makes no criticism of either men or systems. He gives a dignified, clear, and concise statement of the facts as they now are, his plans for the future, and his estimate of what it will cost to carry them out. There is little doubt that this paper, published in a much read periodical of general interest, will do more to secure proper appropriation for the library than would reams of reports to congress direct, or dozens of appeals in library papers.

Of course, all librarians publish their annual reports in their local papers and send copies to the "Library Journal" and "Public Libraries," but did it ever occur to you that it would be a good plan to send a copy to the "Outlook," the "Critic," the "Nation," and papers of their stamp? You say they will not notice them. Perhaps not, but let them know you are alive any way.

Many libraries have a paper or bulletin of their own. Few libraries have been started that the librarian has not been approached by some enterprising publisher or printer with a proposition to publish a library monthly, to give library news and a list of

the new books added, with a certain number of copies to the library for free distribution, the publisher to get his pay from the advertising pages. My experience has led me to believe that this is a temptation of the devil. In nearly every case the publisher finds that he cannot make the paper pay after the first few issues, and the library is called upon for a subsidy, failing which the paper dies. The library name cannot safely be given to anything the library does not absolutely control. You cannot afford to save library news for your bulletins at the expense of the items in your daily papers. If the number of your new books is small, the very best place to publish them is in the local newspapers. In return for the news item, the papers will gladly print you extra copies of the list, either for nothing or for a very small charge. If you have money to buy too many books to print the list in this way, you will certainly be able to publish a monthly folder of additions, with no other matter save author, short title, and call number, for free distribution, which is perhaps the best way.

The librarian should himself—should I say herself?—personally advertise the library by being identified with every public movement for social and educational improvement. The best interests of the library will not permit the librarian to be a recluse or to be absorbed in literary pursuits of his own, or in anything else but his library. He should be in touch with business men, with the teachers of the schools, with the city authorities, charity organizations, study clubs, and church societies, and be known to all as the librarian of the public library.

The location of the library should be well advertised, and its quarters marked by a sign, large, plain, and prominently placed.

These are but a few of the ways in which outside library advertising may be done. Inside, the very best advertising is the books themselves. If the library is small, throw it all open, that the public may see and handle the books, and make it one great bulletin. If the library is large, use open shelves to advertise your very best books, those, whether of fiction or other classes, that you most want read, and that the people will most enjoy.

Use signs to direct people to what they

want, not to prohibit anything or to display rules. Mark cases and label shelves to make it as easy as possible for people to find for themselves what they want.

The use of pictures and maps in connection with your reading-list bulletins will be found very attractive, particularly if you keep them fresh and up to date.

It is hardly necessary to refer to what so universally prevails in all our libraries, the courteous treatment of all by the library employees, but I do want to say a word for the children. Intelligent, kindly help and appreciation will send from the library an army of the very best kind of boomers for it, "really, truly blowers and strikers."

H. L. ELMENDORF.

Buffalo Public Library, March 1, 1900.

## BIBLIOGRAPHIES.

**NOTE.**—The board of library commissioners intend to make this department a permanent feature of the Bulletin. No exhaustive lists of books will be given, but rather selections of those books upon each subject presented which are best adapted for purchase by the smaller libraries because of their accurate treatment of such subject in a manner so easily understood and interesting as to appeal to the average reader.

## THE BIRDS.

The list of books which follows is in no sense designed as an exhaustive list or a bibliography of the books on ornithology especially to be recommended to the buying committee of our small libraries. Many very excellent publications suitable for, and within the purchasing means of, the village library, may be—very probably are—omitted from this list. The list comprises such books on the subject as can be recommended by the compiler from the standpoint of the practical library man rather than from that of the scientist. Of bibliographical notes, it will be noticed that the compiler has not gone into all the minor details. The fact that the book is illustrated, its last copyright date, where it is published, and what is its retail price, seem to be comprehensive enough for the ordinary small library of less than four thousand volumes. The question as to how many of these books should be possessed is to be determined by the resources of the library, always, of course, having in regard the proportions that should exist between the various classes of books, unless it



is intended to make books on birds a special feature of the library.

**BASKETT, JAMES NEWTON.** Story of the birds. N. Y.: Appleton, 1897. 65 cents *net*.

Appleton's home-reading library.

**BEARD, JAMES CARTER.** Curious homes and their tenants. N. Y.: Appleton, 1897. 65 cents *net*.

Appleton's home-reading library. Nests and eggs.

**BURROUGHS, J.** Wake robin, Winter sunshine, Locusts and wild honey, Pepacton, Signs and seasons, Riverby. 7 vols. Boston: Houghton, Mifflin & Co. \$1.25 each.

Delightful essays on bird life.

**CHAPMAN, FRANK MICHLER.** Bird life. N. Y.: Appleton, 1898. \$5.00.

Accurately illustrated by colored plates and pen drawings. The life history of the birds. If but two books are to be purchased from this list, I recommend this one and his

**Hand-book of the birds of eastern North America.** N. Y.: Appleton, 1896. \$3.00.

A complete manual of the five hundred species of birds commonly found in eastern North America, with a key to their identification, so useful in this respect that a bird in the bush is nearly as good as a bird in the hand.

**COUES, ELLIOTT.** Key to North American birds. Boston: Estes, 1892. \$7.50.

A standard key to all our birds. A manual of reference, fully illustrated.

**DOUBLEDAY, NELTJE BLANCHAN DE GRAFT.** (*Neltje Blanchan*.) Bird neighbors. N. Y.: Doubleday & McClure, 1898. \$2.00.

A popular introductory acquaintance with 180 common birds. With an introduction by J. Burroughs. Illustrated by 52 colored plates. The text covers: families, habitat, seasons, birds grouped according to size, and description of birds grouped according to color.

**Birds that hunt and are hunted.** N. Y.: Doubleday & McClure, 1898. \$2.00.

A companion to the last book. Life histories of 170 game birds, water fowls, and birds of prey, with 48 colored plates.

**GRANT, J.; BEVERIDGE.** Our common birds and how to know them. N. Y.: Scribner, 1898. \$1.50.

A good pocket manual and field book, with calendar of dates at which birds may be expected. With 64 full page half-tones of photographs of mounted birds. Care should be taken not to purchase the earlier edition of this book with colored plates: they were inaccurate.

**GRINNELL, E., and JOSEPH.** Our feathered friends. Boston: Heath, 1899. 30 cents.

A juvenile—first class as far as it goes.

**KEYSER, LEANDER SYLVESTER.** News from the birds. N. Y.: Appleton, 1898. 60 cents *net*.

Home-reading library.

**MERRIAM, FLORENCE AUGUSTA.** Birds of village and field. Boston: Houghton, Mifflin & Co., 1898. \$2.00.

First class for beginners—readable, authoritative, and helpful in learning to know the birds.

**Birds through an opera glass.** Boston: Houghton, Mifflin & Co. 75 cents.

An earlier book. An introduction to the study not too scientific.

**MILLER, Mrs. HARRIET MANN.** (*Oliver Thorne Miller*.) Bird ways, In nesting time, Little brothers of the air. 3 vols. Boston: Houghton, Mifflin & Co. \$1.25 each. Not technical but trustworthy studies.

**First book of birds.** Boston: Houghton, Mifflin & Co., 1899. \$1.00.

Very elementary and for that reason desirable. Just the book for children of intermediate grades. With 8 colored and 12 half-tone plates and 20 figures in the text.

**PARKHURST, HOWARD ELMORE.** How to name the birds. N. Y.: Scribner. \$1.00 *net*. Birds' calendar. N. Y.: Scribner. \$1.50 *net*.

Has 24 illustrations.

**STEARNS, WINFRID A.** New England bird life. 2 vols. Boston: Lee & Shepherd, 1885-87. \$5.00.

Edited by E. Coues.

**TORREY, BRADFORD.** Birds in the bush, Foot-path way, Rambler's lease. 3 vols. Boston: Houghton, Mifflin & Co. \$1.25 each.

Essays and studies of bird life in New England. One of the chapters in "Birds in the bush" is entitled "In the White Mountains."

**WILCOX, M. A.** Pocket guide to the common land birds of New England. Boston: Lee & Shepherd, 1895. 60 cents.

With a simple color key for the identification of 90 common birds.

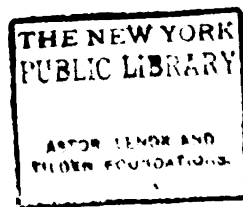
**WRIGHT, MABEL OSGOOD.** Birdcraft. N. Y.: Macmillan, 1895. \$2.50 *net*.

Describes 200 common birds. Color key. An excellent book.

— and **COUES, E.** Citizen bird. N. Y.: Macmillan, 1897. \$1.50 *net*.

Bird life in plain English for beginners.

Of course, in addition, there are books, while not devoted entirely to bird life, that are useful and interesting in this connection:





JOSIAH HERBERT WHITTIER.

studies of nature by such men as C. C. Abbott and F. S. Matthews, the latter writing principally of our own state, in which he has a summer home. Neither should one forget E. E. Seton Thompson's story of "Silver-spot" the crow and bluff little "Redruff" the partridge in his delightful "Wild animals I have known." I also advise libraries possessing the Year-books of the United States department of agriculture and the Smithsonian reports of the United States National Museum carefully to examine such copies as they may have, indexing the various articles on birds. For instance, Robert Ridgway has an excellent and profusely illustrated article on the "Humming birds," pp. 253-383 of Smithsonian report, U. S. N. M., 1890; R. W. Shufeldt, on "Comparative oölogy of North America," pp. 461-493 of the report of 1892; and F. A. Lucas on the "Tongues of birds," pp. 1001-1020, report of 1899. Hitchcock's "Geology of New Hampshire," v. 1, ch. 17, is useful for a list of New Hampshire birds.

C. EDWARD WRIGHT.

### JOSIAH HERBERT WHITTIER.

Josiah Herbert Whittier was born at Deerfield, N. H., April 26, 1860. His parents were Addison S. and Susan F. (Robinson) Whittier and he traced his ancestry back to Thomas Whittier, who was born in England about 1622.

His education was obtained in the public schools of Deerfield, at Raymond High School, and at Coe's Academy at Northwood. Upon leaving school he taught for a time. In October, 1882, he entered the employ of the Cocheco Woolen Manufacturing Company at East Rochester as assistant clerk, which position he held up to his death.

He was elected a delegate to the constitutional convention of 1889 as a Democrat. For many years previous to 1891 he had shown a deep interest in libraries and he was actively interested in the library law passed in that year. He was appointed upon the commission created by that law January 5, 1892, and immediately elected its secretary, both of which positions he held at the time of his death.

In 1895, through his influence, the library

law was amended by making the support of town libraries by the towns compulsory.

Mr. Whittier was one of the officers of the East Rochester Reading-Room Association and a trustee of the Rochester Public Library.

He died at Deerfield September 13, 1899.

### THE FIRST PUBLIC LIBRARY.

New Hampshire has been correctly termed "The Mother of the Free Public Library System,"<sup>1</sup> and no prouder or worthier boast could be advanced by any commonwealth. The growth of free libraries, coextensive with the advancement of popular education, serves as a reliable indicator of the progress of a people. When libraries were confined to the highly educated, aristocratic, and opulent, they were exclusively private, but as schools became free and resultant popular education followed, the demand for public libraries arose; hence it is that the present century witnessed the establishment and rapid growth of these twin institutions, which have proven such important factors in the intellectual improvement of mankind, and, while free public libraries were of comparatively recent origin in America, their establishment here, nevertheless, antedated that of any other country among English-speaking people. Edward Edwards, in his treatise on Free Town Libraries (London, 1869), says: "In the course of the rapidly increasing attention bestowed throughout almost all parts of America upon public libraries as powerful and indispensable instruments of civilization, it could hardly fail but that such attention should fasten itself at length, sooner or later, upon the municipal action of incorporated towns, as offering the best of all machinery for making free libraries thoroughly progressive and permanent. This point of view came eventually into clearness and prominence, but only by very slow degrees."

The precursors of the public library were the semi-public social libraries, which were owned by associations, their use being frequently restricted to membership, or a small charge being made for the use of books, while in others the free use of the books to

1. The Library Movement in New Hampshire, by Louise Fitz, Granite Monthly, volume 15, page 240.

the inhabitants of the school district or town was given; the first of this class chartered by the state was the Dover Social Library, incorporated in 1792. Then came the Tamworth Social Library, incorporated in 1796, and in 1797 twenty libraries of this character were incorporated, comprising Amherst, Boscawen, Canterbury, Chester, Cornish, Deering, Dublin, Exeter, Fitzwilliam, Gilsom, Hillsborough, Jaffrey, Lyme, Meriden, New Durham, Hudson, Nelson, Sanbornton, Temple, and Wakefield and Brookfield combined; nearly as many more were incorporated by the next legislature. The Peterborough Social Library was incorporated by an act approved December 21, 1799. Only a very few of these libraries were entirely free to all the inhabitants, and none partook of the nature of a public institution supported by public tax; none indeed were a public library in the proper and accepted sense,<sup>1</sup> and not until April 9, 1833, did the full fruition of the idea of a public library obtain, by the establishment of the Peterborough Town Library as the pioneer and progenitor, which has since been supported from public funds and annual town appropriations, aided by private funds given to the town, and managed through officers elected by the town; a free public library patronized by the people and supported by them.<sup>2</sup>

The new idea, exemplified in the establishment of this library, was not merely that it

was a library to which the public had free access; such libraries indeed already existed; but the grand idea then born into existence was the direct identification of the library with the people, who became at once its supporters as well as its patrons; being the first recognition anywhere, among English-speaking people, of the library as an institution worthy of maintenance by public tax, owned and managed by the people, who thereby ceased to be mendicants to private munificence and tastes. It was the first step to take the library from the less comprehensive and less staple private control and place it as a public institution upon the broad and secure plane of municipal care; it was, in short, the first true public library, as the term has since that time been accepted and adopted in the United States and elsewhere.

Until the year 1849, no law existed under which money could be legally raised by a public tax, or appropriated from any public fund, for the support of public libraries, other than that of the literary fund. This fund, which is a tax on the capital stock of banks, was created by act of the legislature of 1821, and was originally intended for the endowment of a state university, but its provisions were changed in 1828 by an act providing that it should be divided annually among the several towns, and "applied to the maintenance of common schools or to other purposes of education." Practically the same

1. "The term Public Library has come to have a restricted and technical meaning. . . . It is established by state laws, is supported by local taxation and voluntary gifts, is managed as a public trust, and every citizen of the city or town which maintains it has an equal share in its privileges." W. F. Poole, in a volume on Public Libraries, published by the United States Bureau of Education in 1876, page 477. "By town library I mean a library which is the property of the town itself and enjoyable by all the townspeople. Such a library must be both freely, and of right, accessible and securely permanent. It must unite direct responsibility of management with assured means of support. No such library existed in the United Kingdom until after the passing of the 'Libraries Act,' in 1860." *Memorials of Libraries*, by Edward Edwards (London, 1869), page 214.

2. John Eaton, LL. D., United States Commissioner of Education, writes under date of July 22, 1876: "So far as the Bureau is at present advised Peterborough may rightly claim the honor of having established the first free town library in the United States." Nathaniel H. Morison, LL. D., Provost of the Peabody Institute, Baltimore, Md., in a letter dated Jan. 6, 1884, published in the "Christian Register" of Jan. 17, 1884, and the "Peterborough Transcript" of Jan. 24, 1884, writes: "Permit me to correct a statement made by 'N. P. G.' in his notice of Rev. John Burt Wight in the Register of Jan. 3. He speaks of the Wayland Library as 'the oldest public library in the United States.' This is a

mistake by many years. The Wayland Library was founded in 1848 (see 'Public Libraries in the United States,' page 1864) while the town library of Peterborough, N. H., was established by vote of the town, April 9, 1833. See Dr. Albert Smith's 'History of Peterborough,' page 118, where the question of priority in free public libraries is fully discussed. The honor of having suggested, advocated, and carried through the Peterborough town meeting this important measure, which established the first free public library in the world—that is, the first library supported by public taxation, and free to all the inhabitants of the district taxed,—belongs, as I well remember, to Rev. Abiel Abbot, D. D., then the Unitarian minister of that town, an earnest friend of education, of public improvements, and of all good works, many of which, like the library, the academy, the trees along the village street, and some of the public roads, planted by a 'Tree Society,' founded by him, still survive to attest the wisdom, the zeal, the beneficent influence, and the active usefulness of this good pastor, whose memory is yet fresh and green in the hearts of the small surviving remnant of those who profited by his instructions. The honor of having founded the first free public library on this planet—the proudest event in their history—cannot be taken from the town that passed the vote April 9, 1833, or from the man in whose fertile brain the measure originated, without positive proof that such a library had been established elsewhere previous to that vote."

language was continued in all the revisions of the statutes down to the adoption of the Public Statutes of 1891, when the clause, "or to other purposes of education," was eliminated; hence, no authority is now given for the appropriation of any part of the literary fund for any but strictly school purposes. It was under this act of 1821, creating this fund, that the public library—being deemed a "purpose of education," as contemplated by the legislature—was given, by vote of the town, part of the literary fund. Two years after the establishment of this library the library committee, in 1835, reported: "We think that the money could not have been better appropriated by the town for the purposes of education, as those who have left the common schools have the means of continuing their education, and all who have leisure have advantages of improvement." No other town in the state had adopted this interpretation, afterwards so universally accepted, of the act of 1821, and none took advantage of its provisions for the support of a public library until long afterwards. It was the success of the Peterborough Town Library and the recognition of the justice and wisdom of the principle there enunciated,—namely, that a public library should be supported by the public,—which led up to the special act embodying this theory.<sup>1</sup> Thus, on July 7, 1849, an act of the legislature was approved, "providing for the establishment of public libraries," being the first legislative act of its character in the United States; under this law most of the older public libra-

ries of our state have been established and since continued by direct taxation.

The matter of disposing of Peterborough's share of the literary fund was a subject of much discussion in town meetings from the time of its creation, in 1821, to the time of the establishment of the town library, April 9, 1833, when the following votes were passed:

"Voted, That out of the money to be raised the present year from the state treasurer on account of the literary fund of the town, as to make the principal thereof amount to seven hundred and fifty dollars, to remain a permanent fund.

"Voted, That the remainder to be raised from the state treasury, together with the interest of said fund, be appropriated the present year.

"Voted, That the portion of the literary fund and the interest thereof be appropriated this year; be divided among the small school districts, and applied to the purchase of books for a town library."

At this meeting a committee was chosen to make the division and to "manage the concerns of the library." Books were purchased, and the library opened as a free public library that year and the nucleus of this institution was on that date permanently established. For sixteen years it was maintained from the annual appropriation from the literary fund. The act of 1849, however, enabled the town to raise by direct tax additional money for this purpose, and these two sources of income were continued down to the adoption of the statute of 1891, since

1. "Peterborough, in 1833, voted to employ a certain sum of money (which, having been raised by state taxation on banks, was distributed to the towns by the state to be used for some educational purpose) in the purchase of books for a town library to be free to the people of the town. This action antedates by sixteen years the first law (that of New Hampshire) providing for town support of libraries, and it seems quite likely that it does present the first case of a free library supported by public funds. . . . In the absence of direct evidence for or against the theory, it is easy to believe that the success of this experiment was largely instrumental in bringing about the legislation of 1849, by which New Hampshire, first of all the states, favored the establishment of free town libraries." Public Libraries in America, by William I. Fletcher, pages 102 and 103.

2. "New Hampshire gained the honor of leadership by enacting a law in 1849 authorizing towns to grant money to establish and maintain public libraries, the amount of such grants being fixed by the voters of the respective

towns. Libraries so formed and maintained are exempt from taxation. Before the passage of this law the town of Peterborough had, by a vote of April 9, 1833, established a town library, and in that year set apart from its share of bank tax, the proceeds of which are distributed among the towns of the state to be used for literary purposes, \$68.84, to buy books." Public Libraries, by John Eaton, LL. D., Commissioner of Education (Washington, 1876), part 1, page 447.

3. "The wording of these votes seems very obscure. The fact intended to be conveyed was, no doubt, this:—(1st) That of the money heretofore received by the town on account of the literary fund, with enough of this year's receipts to make \$750, be formed into, and remain, a permanent fund, as it is at the present time. (2d) That what remains after completing this fund, be appropriated, with interest on said fund, the present year. (3d) Is a repetition of the last vote with the following: to be divided among small school districts, and applied to the purchase of books for a town library." Peterborough Town History, page 118.



which time the annual town appropriation, and the income from funds given to the town containing the stipulation that they shall be in addition only to the annual appropriation for the benefit of the library, have been sufficient to support it under its present progressive management, it being the first in the state to adopt, in 1834, and continue to the present time, the policy of keeping the library open every Sunday.<sup>1</sup> The first printed catalogue of the books in this library was published in 1837; it was a little three and a half by six inch, sixteen page pamphlet, and catalogued 579 volumes.

Care has been taken, under its recent management, to have this public town library what its founders intended and what its title implies,—namely, public, as referring to the entire body of the people composing the inhabitants of the town,—without special reference to any one religious, political, or social class; public, not alone in the fact that all have free access thereto, but public, in having those books which that public read. This is as it should be in all our public libraries. When the word public or town is used, as here, with reference to property, it describes the use to which the property ought to be applied, and the character in which it must be held. If, in its management and the selection of books, the demands of any particular class is regarded to the exclusion, or without an equal consideration, of the requirements of another class of the taxpayers, it is not in its true sense a public library, and its name is a misnomer in spirit and substance; the intelligent cosmopolitan tastes of the community in the selection of good, cultivating, moral books, which all will read, must be regarded in conducting a public library which is dependent for its support on a public tax. If this rule is not followed, and the more contracted policy adopted, it is not what its name indicates, its support by public tax is wrong, it is a perversion of the money taken from the people, and is, in a

moral sense at least, a breach of trust. While Peterborough cannot claim that its public library is the pioneer of this correct policy, it can be said, however, that it is at the present time adopted here, and all intelligent classes composing the population of the town can here find good books, suited to their particular tastes. Religious, political, and social classes can each have libraries with books exclusively of their own particular selection and to suit their own special tastes, but a public library must never be conducted along these lines; it must have good books for all classes of their taxpayers.

The Peterborough Town Library now occupies a very commodious and substantial building, erected in 1892 through the munificence of Mrs. Nancy S. Foster of Chicago and William H. Smith of Alton, Ill., both natives of the town, and George S. Morison of New York, on land donated by its citizens,<sup>2</sup> and was dedicated October 4, 1893. An illustration of this building, with some facts relating to the history of the library, can be found in the report of the State Board of Library Commissioners for 1894, and an illustration of the building on page 213, volume 18, of the "Granite Monthly"; a further description is given in the excellent little pamphlet, published in 1893, by Miss Mary Morison, which gives an interesting history of the library from its inception to the date of occupancy of its present modern building; in the "Peterborough Transcript" of January 14, 1886, can also be found some data, compiled by the writer of this article, relating to the history and management of the library. This library is not only an honor to the town, but will ever remain, in an historical sense at least, a lasting pride to every inhabitant of our state.

Thus it can truthfully be said that not only was our state the pioneer in the establishment of the free public library system, and the first to enact a law authorizing the raising of money by public tax for its support,

1. Granite Monthly, volume 18, page 328.

2. The land on which the library stands, at the corner of Main and Concord streets, was purchased in 1878 by Person C. Cheney, James Scott, Rev. A. M. Pendleton, Charles Scott, Ezra M. Smith, Charles H. Brooks, Charles P. Richardson, Frederick Livingston, Benjamin L. Winn, and John R. Miller, each paying \$77. The first seven shares were do-

nated. Charles H. Brooks purchased Frederick Livingston's share and donated that in addition to the one originally held by him. A popular subscription was gotten up and the shares of Benjamin L. Winn and John R. Miller were purchased from those two gentlemen and donated. By deed dated March 18, 1893, the land was transferred to the trustees according to the vote of the town of March 15, 1892.

but it can also be said that it was the first to establish—during its colonial days—a state library,<sup>1</sup> and the first also, in 1839, to incorporate a state library association.<sup>2</sup> Surely the library history of our state is one of which its citizens can justly be proud.

JAMES F. BRENNAN.

## LIBRARY EXTENSION IN NEW ENGLAND.

This may seem like carrying coals to Newcastle, but I trust I shall be able to make clear my situation. We are accustomed to think of New England as well supplied with libraries and schools, where the per cent of illiteracy is low and the per cent of culture is high. But what are the facts?

We are told that the conditions are very different from those in the Mississippi valley; that we have no large masses of illiterate foreigners to teach; that paternalism will not go; that private benevolence will make up for any defects and deficiencies of the state; that we have libraries in every city, town, or village. But what are the facts?

Without mentioning localities we find such large bodies of foreigners that signs in railway stations are in a foreign tongue, a thing I have not seen in seven of the Mississippi states with all their heterogeneous population. In one city I can count Arabians, Armenians, Chinese, French-Canadians, Germans, Greeks, Irish, Finns, Italians, Jews, Norwegians, Spanish, Swedes, Turks. These people must all be reached and civilized, and we have our share of the responsibility. Suppose every town in this commonwealth has its library but seven. What does that mean? More than fifty per cent were better off without their libraries and using another and larger one near by or supplied by travel-

ing libraries, kept, not at some church or out of the way schoolhouse, but at the post-office.

There is just as much isolation and solitude among the farmers of New England as there is among the lumber camps of Wisconsin or the prairie dwellers of Iowa. As to paternalism, I think it is much more paternalism to give one hundred dollars by the state for another one hundred dollars by the town than it is to send a traveling library to be renewed once in three or six months.

As to private benevolences we note, first of all, that there is hardly a college in New England but has gladly accepted state aid at some time or other. Second, we note that the state does not depend on private benevolences for state libraries, public libraries, public schools, insane hospitals and prisons, and why should it do so for traveling libraries?

Now as to the need:

1. More inspiration. Notice, I do not say inspection. We have dozens of libraries which are like the church of Sardis in Revelations—"I know thy works, that thou hast a name that thou livest, and art dead." One of my friends in a late letter says, "I am convinced that not half of the so-called libraries that are classed in our reports about libraries are really of any educational value in the communities in which they are situated. They are so dead that it is scarcely worth while to send them library literature, because such literature is thrown away upon its receipt. There seems to be only one effective way of reaching them, and that is by personal effort." I have visited some dozens of libraries since I have been living in New England, and, large and small, I find some of the deadest institutions possible. Few or no new books, no new methods, no go, no life in them. Each state needs a forceful, tactful woman in the field all the time for the benefit of the small libraries.

2. More modern methods in these libraries. The librarians should be instructed and helped on the spot, not have advice per mail. Most of them do not know there is such a thing as a state library commission, and if they do it conveys no helpful idea to their minds. They do not think of writing to it for advice. They are groping along in a

1. "New Hampshire took the lead in the establishment of a State Library. The first legislative grant for the object was made whilst the state was still a colony, although on the eve of independence. More than forty years passed before the example set at Concord, by the state of New Hampshire, was imitated. In or about the year 1813, Pennsylvania established its state library at Harrisburg. In 1816, or in 1817, Ohio followed by establishing a state library in its chief city, Columbus. In 1818 that of New York was established at Albany." *Free Town Libraries*, by Edward Edwards, page 277.

2. *The Library Movement in New Hampshire*, by Louise Fitz, *Granite Monthly*, volume 16, page 352.

most pathetic way, conscious of a loss of power, conscious of misdirected energy, but not knowing what to do. They do not know what does all them. How can a sick person diagnose his case and ask for the right remedy? They need some one to visit them and help them on the spot. Yes, I mean help, not criticise; inspire, not discourage them. These states can well support summer schools, as does Wisconsin, for the librarians of small libraries, of course taking care that it is not attended by some one trying to take a short cut to the library course by a few weeks' work.

3. A system of traveling libraries in each state lent out from the state library. These should go to the farmhouses and postoffices, not the literary clubs and schools in villages and cities already owning public libraries. This can be done with slight expense to the state, following the Ohio plan, not the New York plan. I studied the Ohio plan on the spot in Columbus for three months in 1898. Over one hundred libraries were sent out with no extra appropriations and no extra expense to the state other than a few dollars for hinges and locks for the boxes. There were many duplicates in the state library, and then from their book fund, instead of buying rare and costly books too valuable to be circulated, they bought useful and popular books. The boxes were made at one of the state institutions, and as I have said, the extra expense was for fastenings. These libraries took such a hold on the people that there was no trouble in getting an appropriation for them, and now they have eight hundred and eighty-eight libraries in circulation. The average cost of these libraries is not over a dollar a volume. One thousand dollars a year will put twenty fifty-volume libraries on the road or forty twenty-five-volume libraries, to the great delight, instruction, and solace of people who have been shut out from the use of good books. With good roads, trolley lines, private telephone lines, rural mail delivery, the traveling library acts most efficiently in destroying the monotony of farm life, and also tends to keep the young people at home and in some small measure turn the tide of population from the cities to the country.

4. Last, but not least, we need more good fellowship among librarians all over

New England. We are responsible each for a certain per cent of enthusiasm and inspiration. Let each individual do all possible to help along the cause. Enlist your representative and senator in the good work. Send him literature; write to him; show him your library. All of the New England states have library commissions of unsalaried people, so no strength needs to be wasted in securing that. In so much you are superior to many of our newer states. Having the commission, do not let the work stop there, but aim to supplement their work. Help your neighbor by all possible means and so bring on the good times when all may read and be enlightened and strengthened.

G. E. WIRE.

## THE STATE LIBRARY.

### TRUSTEES.

GEORGE C. GILMORE, <i>Chairman</i> ,	Manchester.
WILLIAM D. CHANDLER,	Concord.
C. EDWARD WRIGHT,	Whitefield.
ARTHUR H. CHASE, <i>Librarian</i> ,	Concord.

The plan of loaning the books in the state library (except law books) to individuals through the public libraries of the towns has now been in operation nearly four years and has proved successful. There has been a gradual increase in the number of patrons as well as of books loaned. Believing that there are still many persons who do not understand the system and its advantages, we give a brief description thereof.

A citizen of this state desiring to consult any books in the state library (except law books) may make application for such books at the public library in his or her town. Such application being forwarded by the public librarian to the state librarian the books will be sent to the public library to be by it loaned to the citizen for two weeks, under the same rules as it loans its own volumes. The only expense to the citizen is the cost of sending the books to and returning them from the public library, which seldom exceeds fifty cents. When it is known that the state library is especially rich in books upon history, science, agriculture, education, and most reference subjects the opportunity

for study and learning that is held out to the citizen is easily understood.

A card catalogue of the entire miscellaneous department of the state library will be completed this year. Upon its completion it will be printed and a copy of the printed catalogue filed in each library in the state. When this is accomplished the system of loaning will practically bring the state library to the very door of every citizen of the state.

A strong movement is being made to have books sent by libraries admitted to second-class postal rates (one cent per pound). If such a law should be passed by congress it would reduce the cost of sending books under this loaning system to practically two cents a book.

Altogether the present outlook for this system is very bright. Librarians are urged to bring it to the attention of their patrons and influence them to use it.

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### N. H. LIBRARY ASSOCIATION.

The annual meeting, held at the state library January 31, was of a business nature. The officers elected were as follows:

President, Mr. Charles S. Pratt of Warner; vice-presidents, Miss Florence E. Whitcher of Manchester, Miss Hattie L. Johnson of Berlin; secretary, Miss Grace Blanchard of Concord; treasurer, Mr. Herbert W. Denio of Concord.

It is hoped to hold a large and live meeting of the association in warm weather. If any town would like it held in its locality, write to the secretary to that effect. Nobody ever regrets going to one of these association meetings. The annual membership fee is fifty cents, and can be sent at any time to the treasurer.

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### NOTES.

Over 90,000 books were given out at the delivery desk alone of the Concord Public Library last year.

A library building has been offered to the town of Meredith, and action upon the offer is to be taken at the town meeting in March.

Mrs. H. P. Farnham of New York has presented a memorial library building to the town of Dublin. It is to be built of native stone and to be ready for occupancy next winter.

Free public libraries have recently been established in the towns of Chichester and Ossipee, and the board of library commissioners have supplied one hundred dollars' worth of books to each library under the law.

The Library Art Club was started in Massachusetts in 1897, and now has thirty beautiful exhibits which it loans for periods of two weeks to subscribers. Any library is eligible to membership in the club on payment of the annual dues.

The Concord Public Library is also a subscriber to this Art Club. The next exhibit to be made in its rooms is to be a fine collection of Alpine and Caucasian views, loaned by the Appalachian Mountain Club to the Library Art Club.

The record of the Exeter Public Library for the year ending February 15, 1900, is as follows: Circulation, 30,413; cards issued (new), 473; number of cards issued, 3,165; number of books added, 561; gifts, books 63, pamphlets 94 (exclusive of government publications); patrons of reading room, about 13,000.

The engagement is announced of Miss Winnie I. James, assistant librarian at the Concord Public Library, to Mr. George W. C. Stockwell, librarian of the Athenaeum at Westfield, Mass. Mr. Stockwell is a graduate of the Albany Library School, and in 1895 catalogued and generally reorganized the public library at Concord.

One of the local clubs of Keene, the "Fort-nightly," has presented the library with a year's subscription to the "Library Art Club," and three very interesting collections of pictures have been exhibited during the past winter. At the present time there is a set of oil paintings, the work of the New Hampshire artist, Phelps, on exhibition in the art room.

The Woman's Club of Concord is about to send out a small traveling library of recent interesting books. If any New Hampshire town without any library, or with only an

inadequate one, would like to be put on the list of libraries to be favored by a six months' loan of this boxful, please communicate with the chairman of the club committee, Mrs. Howard A. Kimball, Concord, N. H.

It is a matter of regret that the trustees of the Whitefield Public Library found it necessary to discontinue the publication of their quarterly bulletin. It has occupied an exceptionally high position among the library bulletins of the country and its loss will be felt outside the state as well as in it. The fact that it is the first and only publication of its kind in New Hampshire is a fact of especial interest.

The Pillsbury Free Library at Warner has had a prosperous year, as shown by the following statistics: Number of books in the library February 15, 1900, not including public documents, 7,202; accessions during the year, by purchase 191, by gifts, including public documents, 117, by binding 22; pamphlets added, 146; number of cards issued, 519; number of books given out, 7,751; number of periodicals given out, 904; number of magazines and newspapers taken, 15; sent by publishers, 10; furnished by friends, 11.

The following rules adopted at the Keene Public Library are of interest: New books for the current year are exposed on an open counter so that patrons may select for themselves. Selections of books for boys and girls, and also books on special subjects, or on current topics, are also kept in an open case, where the public can examine them at their convenience. Teachers are allowed to make a selection of books to be kept for a limited time on shelves in the reference room for the use of their pupils.

The Keene Public Library, which now numbers 10,795 volumes, occupies a fine three-story brick building, the gift to the city of the late Edward Carrington Thayer. The lower floor is occupied by the delivery room, ladies' and gentlemen's reading rooms, reference room, and stack-room, all fitted up with modern furniture and conveniences. On the second floor are the trustees' room, art rooms, and magazine room; and on the third

floor are a lecture hall, public document room, and storerooms. The total circulation last year was 33,212 volumes, at an average of 112 volumes per day. The largest number of books given out in one day was 323, on February 11, 1899.

The Pillsbury Free Library at Warner has removed the age limit of twelve years, and in no library of its size is more consideration given to the needs of young people and children. Already there are more than 1,000 volumes especially for them. Traveling libraries for the use of the children are about to be introduced into every school district in town. These are made possible by the income from the Foster fund. Continued efforts have been made to induce students and teachers to avail themselves of the resources of the library with gratifying results. Help is always given, and the shelves are made free to any person who is investigating special subjects.

From the forthcoming report of the public library at Berlin we glean a few items. Two hundred and twenty volumes have been added during the year, bringing the total up to 2,800 books now on the shelves. During the year just closed, 13,771 volumes have been borrowed, an average of 45 per day. The library is open every day in the week except Sunday. More has been accomplished in the schools the past year than ever before. Teachers take a selection of 20 books, keep them two weeks or more, and loan them among pupils. This has been done regularly in the grammar grades since September, and has noticeably increased the number of boy readers and visitors to the institution. Among notable books added the past year are Winsor's Critical History of the United States, several authorities on the development of the "Northwest," and a large number of books supplementing the work in the schools. Miss Johnson says she has been "chasing the teachers for the last five years and is at last beginning to catch them." Most of the preparation of lessons in history in the upper classes in the high school is now done at the library. The ladies of the various churches recently gave the proceeds of a supper, about sixty-five dollars, to the library.

# BULLETIN OF THE NEW HAMPSHIRE LIBRARY COMMISSION

NEW  
SERIES.]

CONCORD, N. H., JUNE, 1900.

[VOLUME I,  
NUMBER 2.

## BOARD OF LIBRARY COMMISSIONERS.

EDWARD H. GILMAN, <i>Chairman,</i>	Exeter.
GEORGE T. CRUFT,	Bethlehem.
HOSEA W. PARKER,	Claremont.
JAMES F. BRENNAN,	Peterborough.
ARTHUR H. CHASE, <i>Secretary,</i>	Concord.

The board of library commissioners have been several times called upon to give their opinion as to the best encyclopedia for a small library. There is a question preliminary to this which should first be very carefully considered by library officials, *i. e.*, is it best to purchase an encyclopedia for the small library? The income of the average library in this state is in no way commensurate with the work it has to perform. Usually the expense of running the library has to be deducted from it and the amount remaining for the actual purchase of books in any one year seldom exceeds one hundred dollars. To buy an encyclopedia means the expenditure of at least one third this amount. The board believe that the advantages obtained from the purchase of such a work do not warrant the expenditure.

Encyclopedias seldom prove satisfactory to the general public. They are inaccurate, unwieldy, difficult to understand, and quickly out of date. If they are intended to be exhaustive the articles prove so long and dry that the person becomes discouraged before he reaches the fact he is looking for. If they are condensed the chances are very

large that the information he most needs has been omitted. The result is that he seldom goes to them a second time for information.

The board do not wish to be understood as undervaluing the importance of encyclopedias. To the student and all who understand the use of them they are of great value. In what they have said above they refer to persons inexperienced in their use.

They believe the patrons of the library will be much better served by using the money that an encyclopedia would cost in the purchase of books, popular in their nature and at the same time accurate, upon subjects most likely to be called for. In this way the library will grow along lines that are in touch with the minds of the people, and the error will not be committed of placing upon the shelves at an excessive relative cost a work which will seldom be used.

The board desire to thank librarians for their promptness in filling out and returning the statistical blanks for the current two years. Full tables will be made up from these statistics and printed in the biennial report of the state library.

The Manchester Institute of Arts and Sciences has issued the first number of a monthly bulletin under the title of "Nature Study." It is to be "devoted to the encouragement of the study of Nature in her varied aspects—of the rocks, the birds, the flowers, and all the multitude of living things that



crawl or swim or walk or fly." The first number of this bulletin is very creditable, and indicates that the publication as a whole is to be of especial value to those of our citizens who while not having had the advantages of higher education are interested in nature and desire to study it. The libraries of the state would do well to place this periodical upon their shelves. Its cost is fifty cents a year.

### THE IMPORTANCE OF LOCAL MATERIAL IN TOWN LIBRARIES.

No one who is interested in libraries can fail to notice the increasing attention given to collecting books on special subjects. For instance, the Boston Public Library, among its numerous distinctive departments, has its early Americana, its Bowditch library of works on astronomy and mathematics, its collection of music and books about music, that of publications concerning the Civil War, etc. Cambridge and Concord, Mass., give particular attention to native authors. Our own Concord has its Shakespeare room.

In many private libraries also the taste of the owners for some specialty has led to the accumulation of much valuable material, both printed and in manuscript. Dr. Samuel A. Green has been indefatigable in securing everything relating to Dr. Franklin. The "hobby" of Mr. Edwin F. Rice, whose generous donation to Exeter is fresh in our minds, is Napoleon Bonaparte. The recent gift of Col. T. W. Higginson to Boston Public Library of books on the history of woman is characteristic of the man. The late lamented Mr. Joseph A. Stickney of Great Falls was an example of unwearied perseverance in his efforts to complete what he called "my New Hampshire library." He was not only a patient but a hopeful seeker, believing that "everything comes to him who waits"; and like Thoreau he was pretty sure to find what he was searching for. In one of his last letters to a friend who had helped him to a pamphlet he said: "I have waited *years* for this report; *now* I can get my volumes bound."

Only libraries with large incomes, or with endowments for the purpose, can gratify this taste to any extent. The smaller ones need all their funds to meet current ex-

penses, and for the purchase of up-to-date books on subjects adapted to the needs of their patrons, and the demand is always greater than the supply, as every librarian knows.

But there is one thing any library can do, no matter how small, no matter how obscure, no matter how limited in means, and it is of vital consequence. To state the matter in few words, it is collecting and preserving everything available of a local character.

Throughout the country men and women are writing town histories and preparing genealogies. Urgent inquiries are continually coming from far and near, to town clerks and church clerks, to selectmen, elderly people and others, asking about some ancestor or other relative, some boundary, landmark, or birthplace. Occasionally the questions can be answered at once; but too often it is almost impossible to obtain any reliable information. The persons who could have told are no longer living. The dates and the essential facts cannot be found. The records and documents have perhaps gone to the junk shops. The difficulty of getting hold of any tangible evidence, the perplexities growing out of misstatements and guesswork, are known only to those who have been applied to for help in such cases.

Here is where the librarian can do work for the future. No time is to be lost in encouraging the older inhabitants of the town to put on paper (or dictate) the reminiscences of their early life, of the customs and events of former times. Some of them have kept diaries, or made memoranda of facts that may be of importance; the chances are that they *will* be. Get everything of that kind that you can. Follow the advice of that eminent antiquarian before referred to,—Dr. Green,—"*Accept everything.*" You will not be likely to be overburdened with manuscript. There will be some chaff, but a good deal of wheat.

Another line of work is of a different character; namely, saving at the time the printed notices posted in public places. One librarian of my acquaintance keeps on the lookout for advertisements of sales of real estate, notices of auctions, church and society entertainments, festivals, lectures, concerts, and the like. These may seem trivial and

insignificant, but they, likewise, may come into use hereafter.

Every church has its manual, its list of members, and its printed order of exercises for special occasions. Different societies and organizations have their rules and regulations and reports. Schools have their catalogues and their many programs for graduation, reunions, Arbor day, and other observances.

Every town and presidential election brings out circular letters and pamphlets from men in the different parties. These pass out of mind after the excitement is over. The broadsides, calls for caucuses, flag raisings, stump speaking, ratifications and jollifications, are of a like ephemeral nature. If not secured at the moment they are gone forever; if preserved they will show in future what was going on at a given time, and who were the participants.

If the librarian is on the alert she can come into possession of many papers of this class; and they should be put away in envelopes or pamphlet cases and carefully labelled. There should be some nook in the library where all such matter can be kept together, in a safe place but easily accessible, for some one will have occasion to refer to them. Not long ago, on the occurrence of a quarter century anniversary of a school, not a copy of the first catalogue could be found, and the librarian was depended upon to "save the situation."

Since beginning this paper an elderly lady has informed the writer that she spends some of her leisure time in making a scrap book of obituaries—a gruesome subject for lonely hours! She thinks they will be of interest to some one by and by. Another lady has been saving for years newspaper items relating to the town; these she pastes on sheets of manila paper ready for binding. They will eventually go into the library.

As a matter of course, files of local newspapers will be put into durable binding, and also kept there for reference. The same thing is true of town reports. In our own library we have a full set, the only one known to be in existence unless the state librarian has completed his. The numbers are handsomely bound (in their covers), and are kept under lock and key. They are re-

peatedly consulted to settle some disputed question.

It is very desirable, so far as possible—and painstaking can bring about wonderful results—to obtain sketches of the lives of all authors born in the town, and those who have been at any time residents, with lists of their publications and copies of the same. It will surprise any one who has not looked into the subject, to see how many names there are of people who come into the bibliography of any given place. In my own town (a comparatively small one) the list of men and women who have had books, sermons, speeches, etc., printed is more than forty. This does not include the many who write only for magazines and newspapers.

In not a few of the towns of New Hampshire there are remains of early libraries, volumes still extant which have survived the changes and perils of three or four generations. These should be rescued from their oblivion in dusty garrets. It is a matter of personal pride to be able to say that in this town a "Social Library" of about sixty volumes was incorporated in 1800, and that fifteen of these venerable books have been found, an explanatory inscription made on their fly-leaves, and they now have a place in one of the alcoves of the modern library building, in company with a few survivors of a small "Church Library," founded nearly as long ago.

It is to be hoped that these few suggestions will stimulate librarians to engage in this exceedingly important work of hunting up and properly caring for everything of a local nature. They will be obliged to give it their own personal attention. They must expect to do it without pay, and often without thanks or appreciation, except from the rare few who share the comradeship of fellow-laborers. But the future historian will bless their names.

MARY BARTLETT HARRIS.

By the will of the late Josephine Brodhead \$10,000 has been left to the town of South Newmarket for a public library, upon condition that the name of the town shall be changed to Newfields. The name was so changed by the legislature of 1895. The private library of the late Mr. Brodhead is also given.

## BIBLIOGRAPHIES.

**NOTE.**—The board of library commissioners intend to make this department a permanent feature of the Bulletin. No exhaustive lists of books will be given, but rather selections of those books upon each subject presented which are best adapted for purchase by the smaller libraries because of their accurate treatment of such subject in a manner so easily understood and interesting as to appeal to the average reader.

## II. THE INSECTS.

The last twenty years has seen a great awakening of interest in the study of the world of living beings. The insects have received a fair share of the attention this interest has brought about, and many books have been published treating of their strange life-histories. As yet American readers have to look to English authors for a considerable proportion of this literature, but the number of good and distinctively American books upon the subject is yearly increasing.

The following list includes such books as seem likely to be found useful for small libraries. It does not include the economic works which are reserved for another list.

**BADENOCH, L. N.** Romance of the insect world. New York: The Macmillan Co., 1894. \$1.25.

An excellent popular book by an English author.

**BUTLER, EDWARD A.** Our household insects. New York: Longmans, Green & Co., 1896. \$1.25.

The best account available of insects found in and about houses.

**CARPENTER, GEORGE H.** Insects, their structure and life. London: J. M. Dent & Co., 1899. \$1.50.

A good general book treating of insects from many points of view.

**COMSTOCK, JOHN HENRY, and ANNA BORSFORD.** A manual for the study of insects. Ithaca, N. Y.: Comstock Publishing Co., 1895. \$3.50.

The one indispensable book for American students. It should be supplemented, if possible, by Packard's Text-book.

**COMSTOCK, JOHN HENRY.** Insect life. New York: D. Appleton & Co., 1897. \$1.50.

An admirable manual for field study.

**CRAGIN, BELLE S.** Our insect friends and foes. New York: G. P. Putnam's Sons. \$1.75.

Discussions on collecting, preserving, and studying insects.

**FURNEAUX, W.** Life in ponds and streams. London, New York, and Bombay: Longmans, Green & Co., 1896. \$2.50.

A good popular account of aquatic animals, including insects.

**HARRIS, THADDEUS WILLIAM.** A treatise on insects injurious to vegetation. New York: Orange Judd & Co. \$4.00.

This classic work is still one of the best books on New England insects.

**HOLLAND, W. J.** The butterfly book. New York: Doubleday & McClure Co., 1898. \$3.00 net.

The colored plates in this book are exquisite. By them one can identify practically all our butterflies.

**KINGSLEY, JOHN STERLING (Editor).** The Riverside natural history. Vol. II. Crustacea and insects.

A good general account of American insects by various specialists.

**MIALL, L. C.** The natural history of aquatic insects. New York: The Macmillan Co., 1895. \$1.50.

The best book on aquatic insects, although dealing primarily with English species.

**PACKARD, ALPHEUS S.** A text-book of entomology. New York: The Macmillan Co., 1898. \$4.00.

This is the standard modern text-book that treats of insects from the point of view of structure.

**SCUDDER, SAMUEL HUBBARD.** Every-day butterflies. Boston: Houghton, Mifflin & Co., 1899. \$1.50.

An admirable book; it supplements Holland's Butterfly book, by giving biographies.

Frail children of the air. Boston: Houghton, Mifflin & Co. \$1.50.

A series of admirable chapters upon butterflies in their general relations.

**SHARP AND SEDGWICK.** Cambridge natural history. Vols. V and VI. Insects and peripatus. New York: The Macmillan Co., 1895. \$3.50 and \$4.00.

These two volumes furnish the most complete single discussion of insects that has yet been published.

**WEED, CLARENCE MOORES.** The life histories of American insects. New York: The Macmillan Co., 1897. \$1.50.

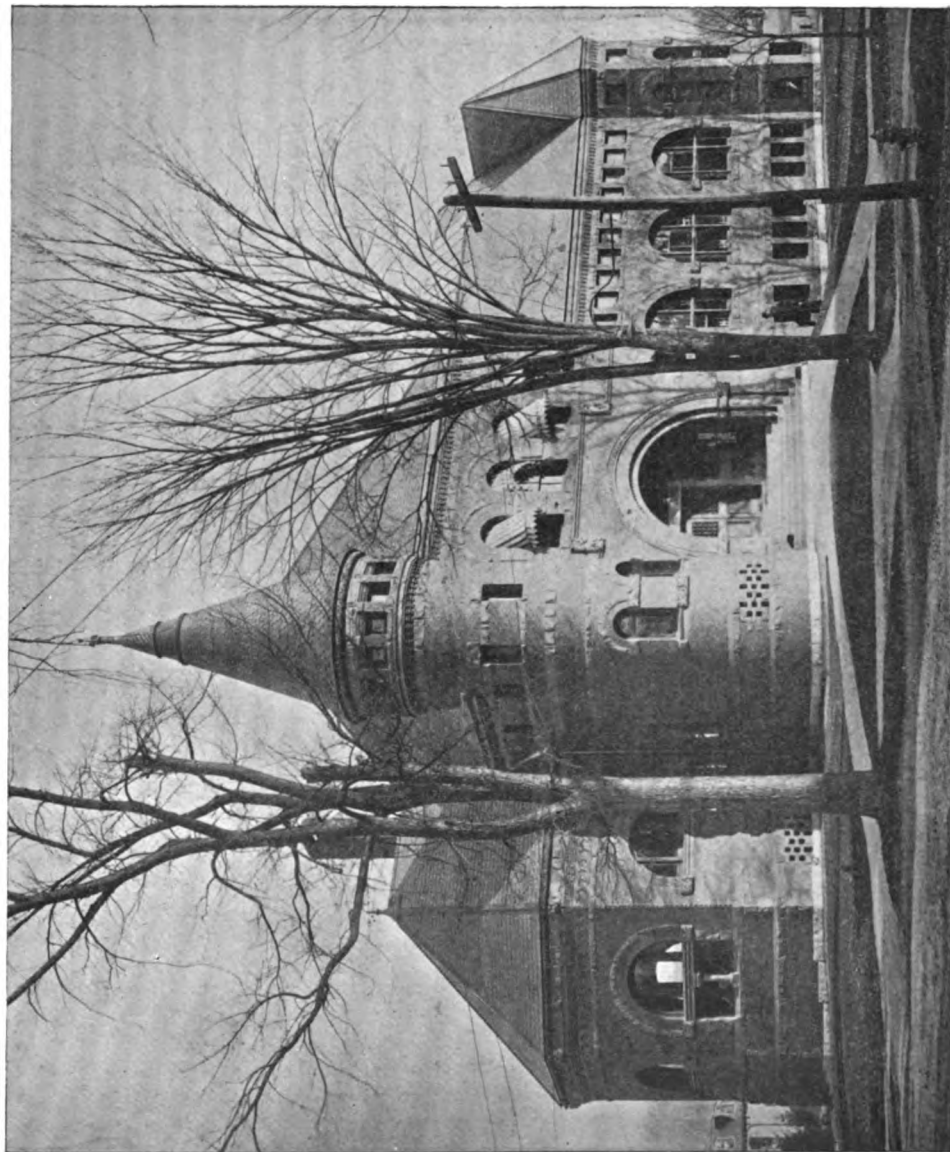
A series of short sketches of common American forms.

Stories of insect life. First series. Boston: Ginn & Co., 1897. 30 cents.

**MURTFELDT, MARY E., and CLARENCE MOORES WEED.** Stories of insect life. Second series. Boston: Ginn & Co., 1899. 30 cents.

These two little books are primarily intended for use in connection with nature studies in the lower schools.





LIBRARY OF DARTMOUTH COLLEGE.

**WHITE, Rev. W. FARREN.** *Ants and their ways.* London: The Religious Tract Society, 1895. 75 cents.

An interesting account of these wonderful insects.

Every library should receive and bind the bulletins of the Division of Entomology of the United States Department of Agriculture. One or two entomological journals would probably prove of interest to some readers. Perhaps the one most likely to attract attention is the "Entomological News" of Philadelphia. "Psyche," published at Cambridge, Mass., is also an excellent periodical.

CLARENCE MOORES WEED.

### LIBRARY OF DARTMOUTH COLLEGE.

The beginnings of the library antedate the founding of the institution. As early as 1762 we find Dr. Wheelock writing to Mr. Whitefield in regard to the collection in England of books for the use of the Indian school in Connecticut. For several years after this date there are frequent references in his correspondence with English friends to packages of books having been sent and received. In some cases, lists of titles have been preserved. These gifts were largely from religious societies in London and Edinburgh, but many came from private individuals. The interest awakened by the visit of Sampson Occum induced several benevolent persons to make gifts of books as well as of money. Among these early friends of the library, we find the names of William Dickson, Rev. John Erskine, John Eldridge, Job Orton, and John Thornton. The books were not intended for the use of the school exclusively, but also for the missionaries and their pupils. Among the Wheelock papers is a list of "books that David Fowler carried into the Mohawk country to distribute among the boys who are keeping school there, and for himself." Many of these were duplicated numerous for use as school books. A few were profound works in foreign languages, and many were second-hand, some of which have been preserved and contain the names of their original owners. Occum appears to have received personal gifts of books, some of which were from the king. One of these is still in the library.

We have no knowledge of the dimensions

of the library that was moved from Lebanon to Hanover. It is referred to as "the books," among other goods that were brought at the time Mrs. Wheelock came, and formed a part of the "stuff" that was "housed with the females" in "the hut."

In 1770 occurs the mention of an offer of one hundred pounds, "with talk of doing much more," for a library from Hon. Theodore Atkinson, and a bequest of that amount appears to have been received from his estate, but it is not clear that it was for the purpose originally mentioned.

In 1771 the trustees assigned an acre of ground to Bezaleel Woodward where, on the site of the present Patterson estate, he soon erected a house to which the library was removed, he having been appointed librarian. Mr. Belknap speaks of it in 1774 as "not large, but there are some good books in it." About this time John Phillips offered one hundred and seventy-five pounds for the purchase of philosophical apparatus which afterwards, with his consent, was diverted to the purchase of books, but through various contingencies, the object appears never to have been fully realized. In 1773, the Rev. Diodate Johnson bequeathed his library, which was said to be "valuable," to the college. In 1777, the library was removed to the original Dartmouth Hall, where it remained for eleven years, when it was removed to the present Dartmouth Hall.

The rules adopted in 1794 give an idea of the small place held by the library in the college work of that time. Seniors were allowed three books at a time, juniors and sophomores two, and freshmen one. Members of each class were allowed one hour in two weeks for drawing books, "provided not more than five be in the library chamber at a time, and that no one shall remove a book from its place except by consent of the librarian." Under such conditions, it is not strange that the students should have devised means among themselves for increasing their privileges.

In 1783 the Society of the Social Friends was organized, followed three years later by its rival, the United Fraternity. Their character was primarily rhetorical and literary, but each began to collect a library, and this feature ultimately became predominant. These organizations hold an important place

in the history of the college. The day of secret fraternities was not yet, and for many years the college emulations and rivalries were along "Social" and "Frater" lines. Each sought to secure the most desirable men for members, and to accumulate the larger library. For a time the two were confederated and worked together for the development of a common library, but jealousies soon put an end to the compact. The rivalries were not always generous nor peaceful. We find traces of "conspiracies" that led to the destruction of records, and well nigh to that of the societies also, but the result on the whole was happy in the rapid increase of books. The students taxed themselves heavily and the experience that came from proprietorship and administration was valuable in the formation of business habits, and as an incentive to wider reading. There is some evidence that the business habits were not always of the highest order, and that the same was true likewise of the management of the college library. The trustees, in 1818, showed their conception of its value by offering it for sale for a sum not under \$2,100. Fortunately, no purchaser was found, and in justice it should be said that the struggle for existence in which the college then was engaged justified the raising of money by almost any means.

During this period occurred the memorable attempt of the university faculty to get possession of the society libraries. These were located in the second story of Dartmouth Hall, from which the college was excluded. The two societies made common cause against the common enemy, as the possession of the books under existing conditions was essential. One night when the Fraters were in session, Professors Dean and Carter, with some strong workmen, attempted to secure the Social's library. The genial Henry K. Oliver, then a student, has described what happened:

"Our deliberations were suddenly interrupted by the tramp of many feet ascending the stairs, and then by sudden thuds like unto the sound of axes assaulting a door. Sent out to reconnoiter, I soon rushed back with the cry, 'They are forcing the door of the Social's library. Ho! Fraters to the rescue!' We were in full numbers and soon passed up the stair, a wrathful host and full

of fight. . . . That library they should never have if we could protect it. But the burglars got nothing, for the Socials, having had some presentiment of the mischief intended, had done the needful and moved the books away into a secure hiding place, leaving a beggarly account of empty boxes and very few of them. Thoroughly frightened at our dense array, armed as we were with sticks and stones and various aggressive stubble, threatening assault at the door in front and through the broken ceiling above—*juvenum numerosa cohors*, too formidable to be resisted, they capitulated, were all made prisoners of war and disarmed. They were found to be a crowd of village roughs headed by Professors Dean and Carter, an *ignoble vulgus*.

"A beastly rabble that came down  
From all the garrets of the town.

"These last were discharged on parole, while the professors were made to pass between two files of us students to the corner room in the rear, diagonally opposite, whence under assigned escort each was escorted to his home. Shirley of my class (Hon. James of Vicksburg, Miss., a Union man on whose plantation Generals Grant and Pemberton arranged terms for the capitulation of that city) and myself were put in charge of Professor Carter, while Crosby took charge of Professor Dean, a ponderous specimen of Falstaffy, who larded the green earth as he walked thereon, and who could have enacted the fat knight's role without stuffing. The two learned gentlemen were at first a little alarmed. . . . However, no harm befell [them] and they were safely escorted to their homes (now Sanborn Hall). They very politely invited us in and gave the cakes and ale, or *aliquid simile*. . . . Then followed a night of rejoicing and hilarious noise, and then lawsuits for assault and false imprisonment on the one side, and actions for trespassing on the other, and it was hard to tell which party was 'on the windy side of the law.' But it all came to naught, and after the great decision at Washington sustaining the college all smaller points followed the ghost of Creusa, and vanished into thin air."

Previous to 1840, the three collections, aggregating about 15,000 volumes, were kept in Dartmouth Hall, after which date they

were given much better accommodations in Reed Hall.

One feature of the Social's library deserves mention, as the first example known to the writer of the use of a departmental library. The seminar principle was known and in use at Dartmouth twenty years before its reputed discovery by Von Ranke at Berlin. The senior members of the class of 1827 opened a reference room for classical study. "The object was to procure the best aids to the critical study of the Greek and Latin classics. For this the members taxed themselves to the utmost of their means." It left its mark in a group of scholars, among whom Alpheus Crosby was a central figure.

Since 1850 the college library has grown more rapidly and has received considerable endowment. The principal gifts have come from Hon. Joel Parker, Dr. G. C. Shattuck, Dr. Roswell Shurtleff, Dr. Henry Bond, Hon. Samuel Appleton, Gen. Sylvanus Thayer and others.

The rise of secret societies and other causes having diminished the interest in the old organizations, and the advantages of consolidation becoming apparent, a movement in this direction was consummated in 1874, with advantageous results. The helpful feature of student participation has been retained, the college collecting a uniform tax and permitting the students, through a committee of seniors, to select a part of the books purchased each year.

The consolidated library now numbers about 90,000 volumes, with 20,000 pamphlets, and a large number of manuscripts, some of which are of great interest and value. A large number of departmental libraries are in operation and others are constantly being added. Wilson Hall, occupied in 1885, is one of the better modern library buildings, with a large fire-proof stack, with four attractive reading rooms, and is well adapted for work. The books are arranged according to the expansive system, with card catalogue. Here also for the present is the large collection of portraits and photographs and curios. It contains upwards of a hundred works in oil, among which are a few of artistic merit and value. The collection of photographs, especially upon Greek subjects, is large and valuable.

The college now is providing for the library much more liberally than formerly, and it may hope to retain its place as the third college library in New England.

M. D. BIERKE.

### WHAT GOVERNMENT PUBLICATIONS ARE OF ESPECIAL VALUE IN TOWN LIBRARIES?

This is a question often asked by librarians, who find it necessary to discriminate but who are unable to determine what would probably be most useful to them. I shall only attempt to answer in a general way because to particularize one must needs take into consideration the locality, the vocation of the people, etc.

In naming a list of government publications deemed most useful to the small library I shall also endeavor to give some idea as to how they may be obtained. It is much easier to tell what to get than to tell how to get it. I would suggest the following:

#### AGRICULTURE:

Report of the secretary, part 2, Yearbook. Animal Industry Bureau.

Annual and special reports, such as diseases of the horse, diseases of cattle, sheep industry, etc.

Also bulletins of the following divisions:

Agrostology, Biological Survey, Botany, Chemistry, Entomological Commission, Entomology, Experiment Stations, Farmers', Fiber investigations, Foreign markets, Forestry, Garden and grounds, Irrigation, Inquiry office, Pomology, Road inquiry, Soils, Statistics, and Vegetable physiology and pomology.

The Yearbook, Diseases of the Horse, Cattle, etc., may usually be obtained by applying to the district representative or to one of the senators from the state. They are printed in large numbers, and are usually sent to any one making application. Designated depository libraries receive them without special application, as they also do copies of substantially all government publications.

The bulletins, except Farmers' Bulletins, which are sent free to anybody or library, are printed in limited editions and are usually unobtainable except by purchase.

#### DEPARTMENT OF THE INTERIOR:

Education bureau, annual reports; circulars of information.

Census reports.

Geological survey, annual reports, monographs and bulletins.



Application for these should be made, first, to the head of the bureau publishing the same; second, to the district representative or one of the senators from the state; and third, to the superintendent of documents, who will supply the same if available after the distribution specifically required by law shall have been made.

**TREASURY DEPARTMENT:**

Secretary—Finance report.

Bureau of statistics, Statistical abstract,  
Monthly summary of commerce and  
finance.

Comptroller of the currency, annual  
reports.

Director of the mint, Production of pre-  
cious metals.

**STATE DEPARTMENT:**

Consular reports.

American republics bureau, bulletins, etc.

**SMITHSONIAN INSTITUTION:**

Annual reports.

American Historical Association, annual  
reports.

**DEPARTMENT OF LABOR:**

Annual reports, special reports and bulle-  
tins.

**INTERSTATE COMMERCE COMMISSION:**

Annual reports, statistics of railways, etc.

See Instructions for obtaining documents Department of  
the Interior for the foregoing list.

**CONGRESS:**

The Record.

The Record may be obtained *only* upon application to the district representative or to one of the senators from the state. The librarian of a small library should request his representative to send the Record in bound form at the close of each session. The quota allotted each representative is small, so that he is usually unable to meet but a fraction of the demands made upon him for this document.

**DOCUMENTS OFFICE:**

The monthly catalogue of public docu-  
ments.

Apply to the superintendent of documents, Union Build-  
ing, Washington, D. C. The number of copies printed for  
distribution monthly is small, but it will be supplied to libra-  
ries whenever it is possible to do so.

The notes in the body of this catalogue generally give di-  
rections as to how publications may be obtained, which  
makes it especially useful to the librarian.

L. C. FERRELL.

**THE POSSIBILITIES OF NATURE STUDY.**

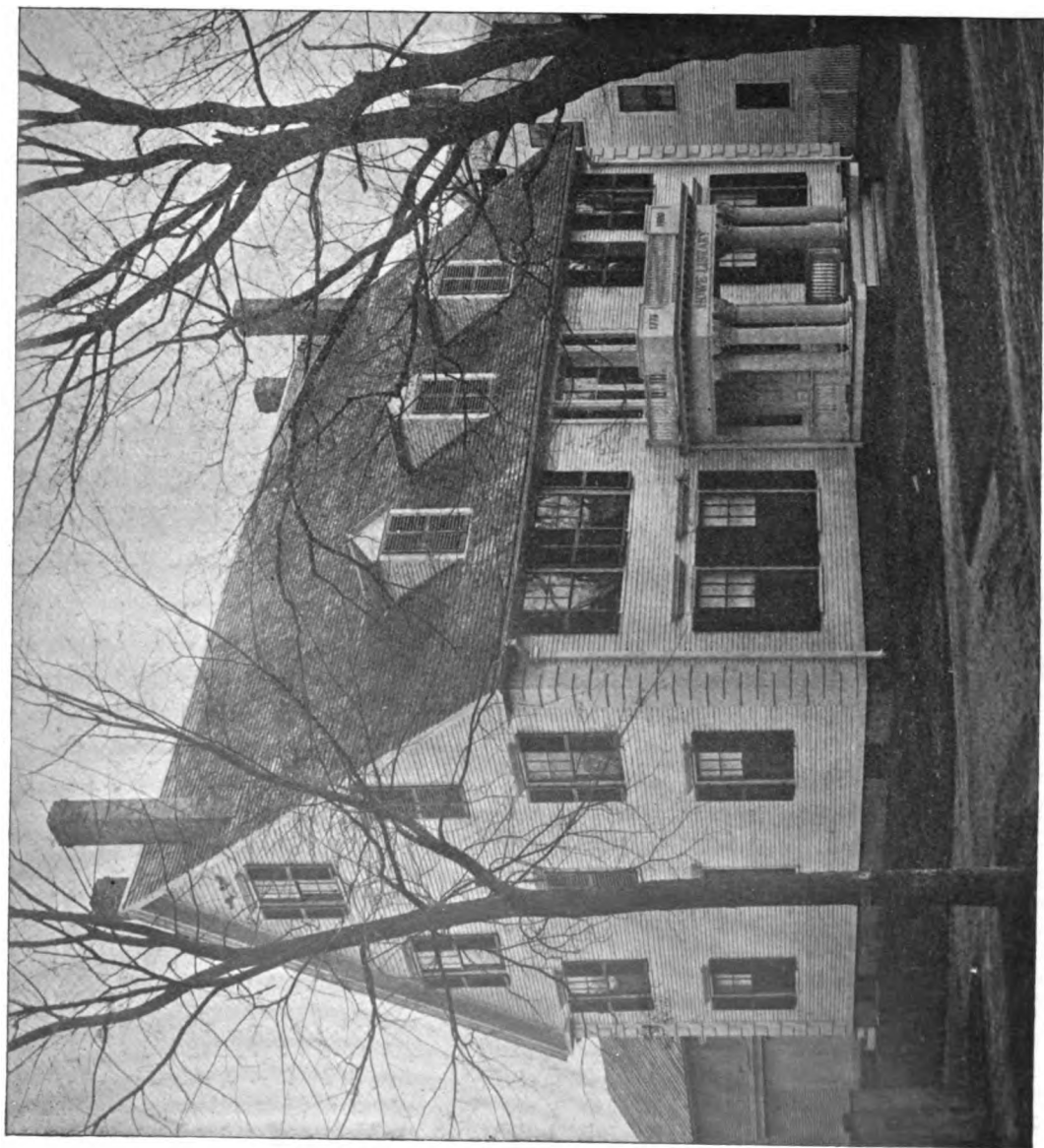
A few years ago Prof. E. S. Morse, director  
of the Peabody Academy of Science at Salem,  
Mass., wrote an article for the "Atlantic  
Monthly," in which he urged that museums  
should be combined with libraries, thus  
affording practical and accurate illustra-  
tions of the subjects treated by the books  
upon the shelves. The article created such

a favorable impression that it was reprinted  
by the Smithsonian Institution and given a  
yet wider circulation.

Undoubtedly Professor Morse was some-  
what in advance of his time, although it is  
plainly feasible, even now, for a few citizens  
in any town or village to interest the young  
in the work of gathering for the public  
library specimens of the minerals, woods,  
and other natural objects which are to be  
found in their locality, and with a little  
trouble most, if not all, such objects can be  
accurately named and appropriately labeled.  
But if the museum-library must for the pres-  
ent be looked upon as an ideal to be worked  
toward rather than as a result to be secured  
immediately, it is already possible for the  
smallest library to provide keys to attractive  
stores of knowledge which were inaccessible  
to all but a favored few a generation since.  
A quarter of a century ago the average boy  
or girl who wanted to know more than per-  
sonal observation could teach of the rocks,  
the flowers, the birds, and the insects—of  
the trees and flowers and countless living  
things—was helpless and hopeless. The sci-  
entists of that time, expressing their  
thoughts in unfamiliar language, wrapped  
themselves in a cloud of technicalities and,  
like the gods of old, remained obscured from  
the ken of common mortals, while the keen  
minds of eager youth grew dull with the  
hopelessness of vain questioning.

How great a change has been brought  
about in recent years was indicated by the  
bird bibliography published in the last num-  
ber of the BULLETIN, and may be shown with  
equal force by similar lists of popular works  
in any of the various lines of nature study.  
It only remains for those having the manage-  
ment of libraries to make judicious selec-  
tions, in accordance with available funds,  
and place the works selected in hands that  
are impatiently waiting for them. The time  
has happily passed when it was necessary to  
dwell at much length upon the benefits to  
be derived from nature study. The quick-  
ening of the perceptive faculties, the train-  
ing of the eye and ear, the development of  
the reasoning powers, the increased love for  
rural scenes, the tendency to check the rush  
of youth from country to city—these and  
many other considerations now have weight  
with thinking men and women everywhere.





HOWE LIBRARY, HANOVER.

Nor is there danger that their importance will be overrated. To toil on in the midst of a rich and diversified landscape, heedless of the hills and their story, and of the streams that flow between; never to ask why the leaves of familiar trees have distinct but varied forms; why each bird has its peculiar flight, and shape of bill and feet; to be ignorant of the flowers and of the insects that hover about them—this is but to grind blindly in a prison house for food and clothing and a place to sleep. A growing appreciation of this fact is rapidly producing change. There are opportunities for the most humble in the way of nature study today which were not within the reach of the most fortunate a generation ago; and with these opportunities are the rich possibilities of an increase in innocent and inexpensive pleasure, of more general enlightenment on every hand, and of children growing up in greater contentment with their surroundings by reason of being more happy in them.

E. J. BURNHAM.

## THE STATE LIBRARY.

### TRUSTEES.

GEORGE C. GILMORE, <i>Chairman</i> ,	Manchester.
WILLIAM D. CHANDLER,	Concord.
C. EDWARD WRIGHT,	Whitefield.
ARTHUR H. CHASE, <i>Librarian</i> ,	Concord.

The State Library has acquired a set of over two hundred photographs of prominent places upon the continent of Europe. The collection was made by the late George A. Blanchard of Concord some years ago when residing abroad and is one of especial interest.

It will be divided into three or four sets, and each set will be sent out to one of the small libraries of the state to be placed on exhibition in their library rooms for two weeks. The sets will then be transferred to other libraries, and this process will be followed out until all libraries who desire have had opportunity to exhibit the pictures.

The only expense to the libraries will be the payment of the express charges necessary to send the pictures to them. The sets will be ready to send out about October 1.

Librarians desiring to take advantage of this opportunity can do so by addressing the state librarian.

### NOTES.

The relation of the different communities of Hanover to each other and to the college makes the library problems somewhat peculiar. In the village of Etna, in the central part of the town, a library was instituted under the state law, and opened in February, 1899. The collection now numbers 600 and the circulation ranges from 60 to 150. The Howe Library, recently instituted in the village of Hanover, was opened to the public April 7. It is the gift of Mrs. Emily (Howe) Hitchcock and others. It is located in Mrs. Hitchcock's former home, a fine colonial house, built by President Eleazar Wheelock in 1773. It is the only survivor of the original college buildings, and has been restored as nearly as possible to its former appearance. The property will yield considerable income from rents, and there has been associated with the library a legacy by Miss Harriet N. T. Abbott which will add somewhat to resources for enlargement. The collection now numbers 1,200 volumes, with a circulation of from 75 to 125, and the outlook is hopeful.

The town of Conway is soon to have a new public library building, to cost between \$30,000 and \$40,000, a gift from the estate of the late Dr. Thomas L. Jenks of Boston. Dr. Jenks was born in the village. Before his death he intended giving his birthplace as a library building. He died, however, before a provision had been made in his will. Thomas W. Sulloway, an architect of this town, was appointed administrator of the estate. Knowing Dr. Jenks's intentions, the suggestion was made to the family. This met with approval, and plans were immediately consummated.

The Pillsbury Free Library at Warner has adopted a children's branch service, in the nature of traveling libraries. Boxes of books selected with special reference to the young are sent to the different school districts in the town to be there loaned out to the scholars. The plan is giving great satis-

faction. In connection therewith they have prepared a children's bookmark which has upon it the following excellent advice as well for older people as for young:

If a library book could talk to boys and girls, it would say things like these:

"Please, boy—please, girl—take good care of me, for I can't take care of myself.

"Please put on my paper coat when you take me home, and again when you take me back to school.

"Please don't let me get wet—that would spot my covers and spoil my leaves.

"Please don't handle me with dirty hands—I want to keep clean, and not be ashamed of my looks when the next boy or girl borrows me.

"Please don't mark on me with pen or pencil.

"Please don't wet your fingers to turn my leaves—you would not like other boys and girls to wet their fingers and touch you.

"Please don't lean on me with your elbows when you are reading me—you would not like to be so leaned on.

"Please don't open me and lay me face down on a table—it might break my back.

"Please don't put a pencil, or anything thicker than a slip of paper, between my leaves and then shut me up—it would strain my binding.

"Please don't turn down the corner of a leaf to keep your place when not reading—put in a Children's Branch Service Book-Mark, then close me and lay me on my side, so I can rest comfortably.

"Please don't forget how long I am to visit you; and take me back when the day comes.

"Please remember that I am to visit a great many other boys and girls when you are through with me—besides, I may meet you again some day—and you, and the other boys and girls, would be sorry to see me soiled and torn and marked-up and broken-backed. Help me to keep fresh and clean, and I will help you to have a pleasant time, and to know things, and to be good and happy."

The Lakeport Public Library has reduced the age limit for the taking of books to twelve years.

Mr. W. W. Brown, a mill owner in Berlin, has presented a library building to the town of Clinton, Me., together with 2,500 volumes and a book fund of \$5,000. Miss Johnson of the Berlin Public Library is at present engaged in making a catalogue of the books.

### WOMAN'S EDUCATION ASSOCIATION.

The committee on libraries of the Woman's Education Association has published a list of new books in fiction and juveniles which is so admirable a selection that the commissioners take the liberty of reprinting it herewith:

#### FICTION.

BURNETT, FRANCES H. In connection with the De Willoughby claim. Scribner's Sons. \$1.50.

CABLE, GEORGE W. Strong hearts. Scribner's Sons. \$1.25.

CATHERWOOD, MARY H. Mackinac and lake stories. Harper. \$1.50.

CHESNUTT, CHARLES W. Wife of his youth, and other stories of the color line. Houghton, Mifflin. \$1.50.

CHURCHILL, WINSTON. Richard Carvel. Macmillan. \$1.50.

CRAWFORD, FRANCIS M. Via crucis: a romance of the second crusade. Macmillan. \$1.50.

FORD, PAUL LEICESTER. Janice Meredith: story of the American Revolution. Dodd, Mead. \$1.50.

HOWELLS, WILLIAM D. Ragged lady. Harper. \$1.75.

JEWETT, SARAH O. Queen's twin, and other stories. Houghton, Mifflin. \$1.25.

JOHNSTON, MARY. To have and to hold. Houghton, Mifflin. \$1.50.

PAGE, THOMAS N. Red rock: a chronicle of reconstruction. Scribner's Sons. \$1.50.

PATERSON, ARTHUR. Cromwell's own. Harper. \$1.50.

RAYNER, EMMA. In castle and colony. Stone. \$1.50.

SHERWOOD, MARGARET. Henry Worthington, idealist. Macmillan. \$1.50.

SMITH, FRANCIS HOPKINSON. The other fellow. Houghton, Mifflin. \$1.50.

Solitary summer. By the author of "Elizabeth and her German garden." Macmillan. \$1.75.

WARNER, CHARLES DUDLEY. That fortune. Harper. \$1.50.

WHITNEY, ADELINE D. T. Square pegs. Houghton, Mifflin. \$1.50.

WILKINS, MARY E. Love of Parson Lord, and other stories. Harper. \$1.25.

#### JUVENILE.

BAKER, RAY S. Boy's book of inventions. Doubleday. \$2.00.

BROOKS, ELBRIDGE S. Historic Americans. Crowell. \$1.50.

GRINNELL, GEORGE B. Jack, the young ranchman. Stokes. \$1.50.

HOYT, DERISTHE L. Barbara's heritage; or, Young Americans among the old Italian masters. Wilde. \$1.50.

JEWETT, SARAH O. Betty Leicester's Christmas. Houghton, Mifflin. \$1.00.

LANG, ANDREW, *Editor*. Red book of animal stories. Longmans. \$2.00.

MORLEY, MARGARET W. Bee people. McClurg. \$1.25.

PAGE, THOMAS N. Santa Claus's partner. Scribner's Sons. \$1.50.

WELLS, CAROLYN. Story of Betty. Century Company. \$1.50.

YECHTON, BARBARA, *pseud.* Young savage. Houghton, Mifflin. \$1.50.

# BULLETIN

OF THE

## NEW HAMPSHIRE

# LIBRARY COMMISSION

NEW  
SERIES.]

CONCORD, N. H., SEPTEMBER, 1900.

[VOLUME I,  
NUMBER 3.]

### BOARD OF LIBRARY COMMISSIONERS.

EDWARD H. GILMAN, <i>Chairman,</i>	Exeter.
GEORGE T. CRUFT,	Bethlehem.
HOSEA W. PARKER,	Claremont.
JAMES F. BRENNAN,	Peterborough.
ARTHUR H. CHASE, <i>Secretary,</i>	Concord.

It is the plan of the library commissioners to give up one number of the "Bulletin" each year to the reprinting of papers read at the annual meeting of the American Library Association, which seem to be of especial value to the librarians of our smaller public libraries. In accordance with this plan, they present herewith three papers read at the Atlanta conference of 1899 and one read at the Montreal conference of 1900. They desire to give full credit to "The Library Journal," from whose pages these papers are reprinted.

### MANAGEMENT OF SMALL PUBLIC LIBRARIES.\*

BY MARILLA W. FREEMAN, LIBRARIAN MICHIGAN  
CITY (IND.) PUBLIC LIBRARY.

The public library should be not only the educational center of the town or city, and often its art center as well, but it may become, in the language of the new sociology, a center of social service. Just here lies the great opportunity of the librarian of the small library. She is fortunate in her privilege of personal contact with her pub-

lic, and upon her depends, in large measure, the atmosphere of the library. She should be alert, tactful, a gracious hostess, ready alike with helpful suggestions to the timid or the uncertain, and with quick, intelligent service for the man who knows what he wants and wants it at once. Let her, if possible, find some time for personal intercourse with her readers. If she knows, as she should, the books she handles, and remembers, as the "small librarian" may, not only the names and faces, but the differing personalities of her readers, she may quietly and unobtrusively direct the whole trend of the intellectual life of her town. She should be accessible, not only within the library, but out of it. Let her not rebel at being known as "the library lady" by the small boys on the street. Let her be ready, not to introduce, indeed, but to respond willingly to talk of books and of the library, even at those social functions where "shop" is supposed to be tabooed.

She should carry out in every way the open-door policy, not merely by opening the doors and waiting for people to come in, but by going out to seek them. Many people hesitate long and timidly over the preliminary visit to the library for a card. I like the suggestion of Mr. Foss, of Somerville, Mass., in "Public Libraries," March, 1899, that a personal canvass of the town be made, so that every man, woman, and child may be offered a library card. And,

\* Read before the Atlanta meeting, A. L. A., 1899.

above all, when people have come, let them be made to feel at home.

The aim and general attitude of the librarian being thus outlined, how shall she put it into active force? That is, by what channels can she reach the people at large, and, when reached, how hold them?

Since this is the day of the children, the first thought of the librarian may well be for them. And, first of all, do not shut out bright and eager children by the age limit. If there must be a test, let it be nothing more than the child's ability to write his own name. The pride of ownership and of responsibility should not be denied him. Often the younger children take better care of books than their older brothers and sisters. If possible, have a special room for the children. If not, resort may be had to a children's alcove or corner. The smallest library may at least find space in a corner of its reading room for a special table for the children, made lower than the usual size, and, if it can be managed, cases with some or all of the children's books should be near their tables.

In our library we are fortunate in having a room which can be devoted to the children, and which is at the same time so situated that it can be under the personal supervision of the librarian. The children's books are in wall cases about the room, grouped according to subjects, under various attractive headings, such as Stories of Long Ago, Fairy Tales, Indian Stories, Poetry, Lives of Great Men and Women. The children may make their own selections, except as they desire help, with no restriction other than careful treatment of the books. We have considered the organization of a children's library league, for the protection of the books, but our town is not too large for individual work with the children, and we have found the use of the Maxson book-mark sufficient thus far.

We are fortunate, also, in the possession of a room which may be used as a classroom in connection with our work with the schools. The room is furnished with tables and with chairs sufficient to seat fifty pupils and their teacher. Each grade in the schools, from grades five to eight, has the use of this room for one afternoon session

of each month. All the eighth grades come the first week, the seventh grades the next, and so on through the month. At their grade meetings, the teachers determine upon the subject which they will take up at their next visit to the library, and notify us a week in advance. Books on that subject, sufficient in number to supply each pupil in the grade, and suited to the age of the pupils, are sent up to the room, and each child is assigned a topic upon which to write a short composition from the material furnished. When a pupil has found all he can from one source, books are exchanged, and thus each child comes into contact with several books which may be new to him. The subjects chosen are those in which different grades are at the time specially interested in school. Thus, last week the seventh grades, which are reviewing in school the geography of Europe, had for their library subject travel in Europe and description of various European countries and cities. For this grade we utilized, in addition to the regular books of travel, such descriptive stories as "Hans Brinker" and the "Witch Winnie" series. A younger grade took up stories, battles, and incidents of the American Revolution. In the spring and fall, nature-study afternoons are popular. A specially valuable feature of the plan is the opportunity it gives the librarian for short talks to the pupils on the use of the library, the reference books and card catalogue, accompanied by practical object lessons and tests. The school children are unanimously enthusiastic over their library afternoon, and we find the plan very successful in stimulating their interest in good reading and in forming the library habit along right lines. With libraries where there is no room available for such work, there may be at least an occasional visit to the library from teacher and pupils for the purpose of becoming familiar with the location and use of the reference books and other resources of the library.

We have found the monthly visits helpful in the opportunity they give the librarian to know the teachers individually, and to come into sympathetic relation with them and their work. The close co-operation that should exist between the library and

the schools will be most firmly grounded upon a personal and individual interest on the part of the librarian in the teachers and in their plans for work and for personal culture. Special privileges to teachers, short talks at the teachers' meetings, personal visits to the schools for talks to the pupils,—all these things help to strengthen the tie between library and schools.

The librarian should keep in close touch with the school work, informing herself in advance of the order of studies and subjects for debate, so that the wants of pupils may be promptly supplied. The teachers may be asked to furnish lists of special topics to be taken up in geography, history, and other studies, and references may be made for each topic on separate cards, to be included in the catalogue. In advance of all special days which are celebrated in the schools, such as Washington's Birthday, Arbor Day, and Memorial Day, lists of references and suitable selections should be compiled. These lists, which may be fastened upon the library bulletin board, sent to the teachers, and printed in the daily papers, will serve a double purpose, that of answering the demands of the children for "pieces" to speak, and of helping the teachers to prepare their programs.

The question of free access to the shelves is a puzzling one. Certainly the public should be made to feel at home among its own books, and certainly the experience of libraries with "open shelves" goes to prove that the public may be trusted among its own books. For the larger libraries, such a plan as Mr. Foster's "Standard Library" (see Providence "Public Library Bulletin," October, 1898, or "Library Journal," December, 1898), or the remarkably successful open-shelf department of the Buffalo Public Library, seem to have solved the problem. The same plan may be applied, in miniature, to small libraries in which the construction of the building or other conditions make indiscriminate access impracticable. In these cases, one side of the delivery room, or at least an alcove or corner, may be fitted with shelves accessible to the public, upon which may be placed a selected collection of books from all classes in the library, including not only some of the new-

est and some of the most popular, but also some of the best books,—books upon which time has set the seal of its approval. This open-shelf corner or department should in no way interfere with the privilege, to teachers, students, and all who wish, of examining the entire collection on the main book stack. Indeed, it may well be adopted even where free access is the rule, for the convenience of the many readers to whom a large array of volumes brings embarrassment and uncertainty. In the first confusion and excitement attendant upon the opening of a new library, this plan of partial access may be made simply a preliminary step to the inauguration of open shelves, after the novelty shall have worn away. Certainly the access of the public to the shelves, whether in whole or in part, not only brings a great saving of time to public and librarian alike, but is a source of that freedom and satisfaction which should inhere in an institution whose first aim is "public happiness."

Reference work, similar to that done for the schools, should also be done for the literary clubs of a town. The library may furnish material and aid in the making of programs, lists of references on the general topics of work, to be printed with the program, and lists of references on special subjects for individual members of the club. We find that a room in our building, the use of which is given to literary clubs for their meetings, has helped to effect a strong co-operation between the library and the club members.

The use of pictures in connection with the school and club work is helpful. For this purpose may be utilized illustrations from duplicate or worn-out magazines. In our library we have, through requests in the newspapers, received many volumes and odd numbers of valuable magazines. These are primarily used for the completion of volumes and sets, but from all duplicate numbers the best illustrations are cut, mounted on heavy gray paper or bristol board, and classified like the books. Groups of them, illustrating various countries, art subjects, etc., are loaned to teachers, to literary clubs, or to individuals. These pictures are also utilized in the library for wall exhibits and illustrated bulletins.



Two large, portable screens are covered with groups of pictures on various subjects, the soft, gray mounting-paper making an effective background. For Christmas, one of these screens was covered with a fine collection of Madonnas, some of them taken from magazines and illustrated papers, many loaned by friends of the library. The other screen bore a collection of illuminated holiday magazine covers, mounted on gray paper. On a large wall space was placed an exhibit of gay holiday posters. The screens are at present used for reproductions of pictures by modern artists, in illustration of a course of University Extension lectures on art, the collection of pictures on the library screen being changed each week to correspond with the subject of the lecture of that week.

Every library, however small, should have a bulletin board and blackboard placed in a conspicuous position, to which may be fastened, or upon which may be written in bright-colored chalks, an attractive list of new books; birthday bulletins of some noted person, accompanied by his or her picture; anything and everything, in brief, which will attract the attention of visitors and encourage them to use the library.

Among the ways and means of gaining the attention and interest of the public, the library exhibit is one of the most popular. An exhibit of photographs taken by local amateurs; and "Indian day," with a collection of local Indian relics, Indian pictures mounted and grouped on the wall, including Burbank's highly colored studies, with some new "Indian books" for the boys, and with all the old ones attractively displayed; a "Nature day" in the spring or early fall, with decorations of wild-flowers, with an exhibit of books relating to birds, animals, plants, and out-of-door life in general; the walls covered with the beautiful colored bird and animal plates issued by the Nature Study Publishing Company, of Chicago; perhaps a few rare birds in cages,—these and innumerable other ideas may be effectively used. Art exhibits are a most pleasing and legitimate part of the library's work, from the collection of mounted illustrations cut from the magazines, or the local loan collection, to the exhibition of

original drawings and paintings loaned by Scribner's Sons and other publishing houses, or the beautiful reproductions of the world's great pictures loaned by the Helman-Taylor Company, and other art firms.

Scarcely second in importance to the work with the children and the schools is the opportunity of the library among the working classes. In any town large enough to sustain a public library, there are likely to be more or less industrial centers; and to the mass of workers which such centers gather about them, the library should make a special appeal. Let us hope, primarily, that it is situated upon a main business street, where the factory people as they stroll by of an evening may find it convenient to drop into the brightly lighted reading-room. The best bait will be a goodly number of clean, entertaining, illustrated periodicals, popular monthlies, reliable reviews, illustrated weeklies, and wholesome "funny papers." Try to have, if possible, at least one semi-technical magazine for each class of workers represented in the town, and the "Scientific American" and its supplements for all inventive boys and men. With a large German population we find two or three illustrated German papers a good drawing card, and we keep on file the local German daily, as well as those printed in English.

We have also a slowly increasing collection of German books, believing that the German working people, many of whom can read only in their native tongue, should share with others the privileges of the library and of access to the printed page. Many German parents, too timid to come to the library themselves, will send their children, who, taking advantage of the two-book privilege, will draw a German book for the father or mother and an English book for themselves.

If it is the aim of the library to draw to it all classes, there should be at least a few books suited to the wants of each individual class. A little group of carefully chosen, up-to-date books on electrical and mechanical engineering, locomotive construction, wood-working machinery, or textile industries, according to local needs, will

often prove the best possible investment, even for a small library, in a manufacturing town. Superintendents or foremen of factories may be interested by requests for suggestions from them in the selection of technical books, and the intelligent working man who can find at the library just the book he wants on electricity or foundry practice becomes from that moment one of the library's warmest adherents.

But, given the book and the man who wants it, how is the one to be drawn to the attention of the other? The first article of the modern librarian's creed should be, "Advertise." Advertising is one of the fundamentals of success in the business world, and why not in the library world? From the time your first installment of books is ready for the public, your watchword should be "Make it known."

Doubtless the best advertising medium is the local newspaper, which will carry the library news into many homes. In it may be printed lists of the new books, introduced by a striking headline, and by brief notes or reviews on some of the most timely or valuable among the books. Lists of books on special topics or for special days should frequently appear, and a half or quarter column of "Library Notes," calling attention to gifts of pictures or books to the library, to special exhibits or other library matters, will help to keep the public interested. If your list is one of special interest, ask your editor to have the type saved for further use. It may be taken to a small job press, and five hundred or one thousand or more copies may be struck off for distribution at the library. The expense involved in this will be slight. Some newspapers will print these lists free, if such a notice as the following be inserted in the list: "Printed by the courtesy of the Daily News." If there is more than one paper in the community, furnish library news and lists to them all, thereby making them all friends of the library. Where there are but two papers, of about equal standing, it is well to send exactly the same copy to each, and divide the library's job printing between them.

If your town has one or more trade journals, send them lists on various local industries, on electricity, and on labor ques-

tions. An excellent list for Labor Day was published in the "Union Advocate," St. Joseph, Mo., September 3, 1898.

A most successful means of advertising the library among the workmen is by means of bulletins and lists posted in factories, car shops, electric power houses, etc. In every department of every factory and industrial center in our community, we have placed one of the little wall boxes, originated by Mr. Wright, of the St. Joseph Public Library, containing a number of library application blanks, and labelled with the following inscription:

PUBLIC LIBRARY,  
Eighth and Spring Streets.  
Books loaned free.

Take one of these applications, fill it out, have some real estate owner sign as your guarantor, then bring it or send it to the library and books will be loaned you without charge.

Library open from 9.30, A. M., to 9, P. M.

Each of these boxes is accompanied by a printed or typewritten list of books: Books on electricity for the power-house; on locomotive construction, pattern making, metal work, engineering, etc., for the car factory and railroad shops; and attractive titles of books for girls and women in all departments of factories where women are employed. The results from this one form of advertising have been more satisfactory than from any other employed. The library wall boxes may also be placed in hotels, railway stations, and other public places.

In these days, when the A B C of social service—Altruism, Brotherhood, Co-operation—is familiar to all, the library must be indeed poor and small and self-centered which can do nothing to extend its privileges to those, at least, in its own immediate environment, to whom the library itself is not accessible. Poor and remote parts of town, or adjacent rural districts, may be made centers for small traveling libraries, little groups of books sent out from the main library to some home or small store from which as a center they may be issued to the people of the neighborhood. To

children too far away to reach the central library, little home libraries may be sent. A home library is defined as "a group of ten or more poor children, a library of perhaps twenty carefully selected books placed in the home of one of the children, and a sympathetic visitor, usually a woman, who meets the children once a week, talks over the books which they have read at their homes, and interests and amuses them for an hour in any way she chooses." Each group contains both boys and girls from eight to fifteen years of age.

The members of the fire department, a police force, or a life-saving crew are quick to appreciate an effort to provide them interesting reading for the long, monotonous hours in the stations. Regular traveling libraries may be sent them each month, or a more informal arrangement made. At the life-saving station in Michigan City the captain gives leave of absence to one of the men once a week to exchange books at the library for the crew. A light, compact wooden case, suitable also as a receptacle for the books at the station, is convenient for carrying them back and forth.

Suggestions might be multiplied in regard to the opportunities for usefulness in the management of the small library. Much may depend, it is true, upon the assistance and resources which the librarian may have at her command, but more will depend, in the end, upon the unwearied patience and energy and enthusiasm of the librarian and her band of helpers. Kipling has painted for us at once the ultimate ideal and the ultimate reward of the earnest worker, in that happy state where—

“No one shall work for money, and no one shall work  
for fame;  
But each for the joy of the working, and each in his  
separate star,  
Shall draw the Thing as he sees It, for the God of  
Things as They Are.”

## HOW TO MAKE A LIBRARY ATTRACTIVE.\*

BY CAROLINE M. HEWINS, LIBRARIAN OF THE  
HARTFORD (CT.) PUBLIC LIBRARY.

In one of the old streets of a Northern city stands a brownstone building on whose front the sun never shines. There is no noise in its halls, and no clatter of

children's feet on its staircase. On the second floor a door opens into a long, alcoved room, where the sunshine pours in through large-paned windows which look out upon an historic burying ground that in early May is fragrant with pale-hued hyacinths and gay with tulips burning against the old headstones. The books, which number at least 300,000, are to be freely handled by all readers who are fortunate enough to own, or once in a while to hire, the share which, as the saying goes, is the patent of nobility for the city. Across the graveyard is a busy street, but all sounds of labor and hurry are hushed. The tables have green-baize covers; the inkstands are as old-fashioned as they were fifty years ago. Over the room brood the peace and tranquillity that scholars love. The library, without trying to attract readers, is simply, by living out its own conditions and being itself, a most delightful place for a student or a lover of books. It has modern devices in the card-catalogue, but does not obtrude them. Its readers are of the most scholarly class of a city proud of its families of scholars.

This is the highest development of a library for authors and readers who have leisure to browse in books. The shelves are free to them, and they are shut out from a busy, bustling world. It is not a workman's library, and one rarely sees a child there; but a library like this, or the old Philadelphia Library, the Society Library in New York, the Providence Athenæum, or the Redwood Library in Newport, plays an important part in keeping up the atmosphere of elegant and scholarly leisure which is fast departing from public libraries.

A student, although he may go to the business-like loan-room of a great city public library for his contemporary authorities or six-text Chaucer, prefers to ask for them where he does not meet the unwashed public, or hear requests for Captain King and Anthony Hope's latest stories, "David Harum," "Four Years in the Philippines," or "The Sinking of the Merrimac." Nevertheless, the hushed monastic air of a library used for study oppresses, chills, and awes an ignorant reader, and finally drives him away.

\* Read before the Atlanta meeting, A. L. A., 1890.

I knew a library in a country town which was supported for several years by the generous gifts of two sisters, one of whom was the librarian. They took a little old house that had at one time been a blacksmith's shop, left it on the outside as they found it, with a gambrel roof and half-worn red paint, and freshened up the inside with matting, tinted walls, simple shelves, about 1,200 books, open fireplaces, reading tables, one low enough for children, and a cupboard with dolls and tea-sets for the very little folks to amuse themselves with while their older brothers and sisters read. But, alas! the little library one day outgrew its quarters and is now in a larger room in the town hall, where it has no longer its picturesque individuality.

I know another in a low-ceiled room that was once one of the schoolrooms of a country academy. There are two or three thousand books around the walls, and on the afternoon when it was opened, with tea and cake and sweet-faced girls in pretty gowns, it certainly had so pleasant and cordial an air that every one felt welcome and at home.

We have talked over making a library attractive in our staff meetings, and "surely more than half to the damsel(s) doth belong." The suggestions formulated with their help are these:

You are going to open a free library in a town or village where the reading habit has not been established. I was asked to say nothing about making a library attractive to children, and will only suggest that "Public Libraries," now in its fourth volume, is full of useful hints and suggestions for work with them and with schools. You have to attract the young men and women, perhaps the older men and women, many of whom have minds that have stopped growing.

The conditions of library work in some states today are the same as they were in Connecticut twenty-five years ago. There were no free circulating libraries supported by cities and towns, and the subscription libraries were in many cases leading a struggling existence. I have a library in mind, up a long, dark stairway. The room was full of sunshine when one got into it, but the approach was not pleasant. A new

brief dictionary catalogue had just been printed, without notes or guidance. There was no class list for the use of the public, and no one was allowed to go to the shelves. The long stairs and high alcoves made many unnecessary steps. There was no money for cleaning and dusting. New books were bought to some extent, but there was not much care in choosing them, and no effort at all had been made to bring the library into touch with the every-day life of home and school. The first step was to meet readers half way and ask them if they had seen certain new books; and the second, for the librarian to be in evidence as much as possible at the charging desk and counter. A small red rocking-chair, a bright-colored rug, and a student lamp gave a touch of homelikeness to the place. It was about this time that the wave of women's clubs rolled into the city, and the library established a close connection with them, and began some work in the schools, of which this is neither the time nor place to speak. The library's fortunes varied, but it kept its head above water, and by-and-by, when it offered itself to the city, it had established itself on such a basis that all classes and conditions were ready to use it.

If possible, get a room on the ground floor. A long flight of stairs has lessened the usefulness of many a library. Use it for a library and nothing else. A corner of a hall may be cheap, but it is not attractive. I have known libraries in rooms eight by twelve that did good work and brought all the neighborhood to their shelves, but a larger room is better. There are two or three libraries that I have in mind in rooms once used for country stores, large enough for growth and light enough for reading. Have two or three tables to begin with,—plain pine tables are good enough,—and reasonably comfortable chairs, some of them lower than the others. Subscribe for half a dozen magazines and papers at a dollar a year, like "McClure," "Munsey," "Cosmopolitan," "The Puritan," "The Ladies' Home Journal," and the "Youth's Companion," that is more for grown-up young people than for children. If you have a little more money, put it into the more expensive illustrated magazines, or "Harper's Weekly," "Frank Leslie," and the

"Illustrated American." Do not try at first to get the heavier magazines like "The Forum" or "North American Review." We are all children in our liking for pictures. I have a friend, a clergyman's wife, in Montana, who says that she feels proud and happy when she can persuade her people to read the "Ladies' Home Journal."

You will have old volumes given you from the attics of the neighborhood,—brown-covered Popes and Miltons, or a set of Dick's works. They have their places on the shelves, but they will stay there for a while.

Your first year's money should be spent for books on subjects that will be read. This year, for example, I should spend as much as possible for books on the late war, even if I did not buy another volume of history. A hundred dollars should give you forty good novels, thirty children's books, and thirty volumes of war history, travel, electricity, house-building, and a few good biographies, with a book or two of reference like Brewer's "Dictionary of Phrase and Fable," or Bartlett's "Familiar Quotations."

Scholars and students must wait. You cannot yet afford to buy a book that only two or three of your readers will ever call for.

Your shelves will perhaps be of the plainest and roughest, but let your readers go to them. Soap, water, sunshine in winter, shade in summer, and a few flowering plants or the wild-flowers as they come, with their names neatly printed, go far towards making any room attractive.

One Western library has a rest-room for farmers' wives. If I were opening a new town library, I should send letters to the ministers of the little outlying churches, asking them to speak of the library to their parishioners, and invite them to come in and rest when they are in town. You sometimes get your best readers from lonely farmhouses.

Pictures play a large part in the attractiveness of the modern library. From the great Hegger photographs at twenty or thirty dollars each, which the New York State Library circulates, to the Perry pictures at one cent and the mounted illustrations from newspapers, there is ample room for choice. The danger nowadays, in li-

brary and school-room, is not in too few pictures, but in making your walls spotty with cheap and ill-chosen chromos and poor half-tones. "Birds," at two dollars a year, has an extra set of plates which may be ordered and mounted. If your village has the beginning of an art club, it will find illustrations from the old masters in "Harper's Bazaar." Portraits of authors may be mounted and kept in alphabetical order to illustrate titles of books.

Sometimes women, who never read anything for themselves, employ a clever woman to condense current novels or read short stories while they work. I have never heard of this being done in a library, but I think it perfectly practicable. Let the librarian put up a notice in the library that on a certain afternoon she will read a story, and invite women to come in and hear it, to bring their work, and perhaps their own chairs. Let her read without comment or subtle analysis of plot, simply for the story. If possible, let her show a picture of the author and read or tell something about him or her. One strong hold that a library has is as a help in festivals and amusements. Even where church lines are hard and fast, all sects will work together for an entertainment for the benefit of the library. Before holidays,—Fourth of July, Hallowe'en, Christmas,—the library can show all its resources, suggest new games, or devise costumes. It is a common saying that everything that one has ever learned in one's life is of use in a library, but there is nothing which a librarian can turn more to account than some experience in private theatricals and suggesting stage costumes made out of simple material, or plays and dialogues that are bright and amusing without being coarse and silly.

In order to make a library attractive, you must convince your townsfolk that there is something in it on every subject that any one wishes to know something about. "The Tribune" and "The World" almanacs at twenty-five cents each are worth much more than their price. Is some good woman consumed with the desire to know the names and ages of all Queen Victoria's grandchildren? Let her turn to the "World Almanac," and there they are, with all their mouth-filling

names. Is there a dispute on the time made by a trotting horse? It is recorded in the same useful book. So are the statistics of the Salvation Army, the names of the Forty Immortals of the French Academy, and the latest improvements in electricity. Do you wish to know something of labor laws? You will find them in both. "The American Agriculturist Year-Book," too, is much more than a farmer's manual, for it tells of our new possessions, and gives hints on the investment of property and lessons in swimming, gymnastics, and the deaf and dumb alphabet. It is free to subscribers for the paper, and otherwise costs fifty cents. A dollar a year for these three almanacs will answer many questions in libraries which cannot afford large and costly encyclopædias.

One of our Connecticut librarians tells a story about a rich man who had no interest in the public library, until one day his coachman appeared, in breathless haste, to see if there was a book in it that would help him to find out what was the matter with a favorite Jersey cow. The book was given him, the cow recovered from her illness, and her master has ever since been the fast friend of the library.

Reading is, in the eyes of many persons, a luxury,—a sinful luxury except after sunset and on Sunday afternoons,—and to others a means of passing time of which they have never thought. To bring books into everyday life is the pleasure of the country librarian. There may be years before a library comes into the hearts and lives of the people, when the circulation is small and the librarian has hours and half hours on hot or rainy days when no footsteps disturb the silence of her book room. This is the time for learning the inside of her books, for picking up stray bits of information that will help her by-and-by. Does somebody come to her to find out if there is any foundation in fact for the story of Mowgli's "Life in the Jungle"? By that strange inner vision of her sub-conscious self that is sometimes near to clairvoyance, she sees a page of "Littell's Living Age," or another of an old volume of "Harper's Magazine," with a short article on children reared by wolves in India. Does some one else read Frederic Stimson's most touching

tale of Mrs. Knollys, the young English bride whose husband fell down a crevasse in Switzerland, and who, learning from a scientist the rate of speed of a glacier, went back to Switzerland forty years afterward, and, a white-haired woman, recovered the frozen body of the lover of her youth, just as she had seen him last? It is the same useful Littell that tells you a similar case. The librarian who reads is not lost, popular evidence to the contrary notwithstanding; and one secret of the library which the public likes to consult is the librarian's power to remember, and produce when needed, little out-of-the-way bits of information, of no great value in themselves, that have come from the habit of running over books. By-and-by, when the library grows, and the librarian has a larger salary and a staff to manage, and a thousand matters to attend to that did not exist in the old peaceful, sleepy days, she will have no time to browse; therefore let her make the most of her pasture while she can. Her food at odd times may be "Uncle Silas," or "The House on the Marsh," in the middle of a thunder storm, or Lecky's "History of European Morals" on a day when everybody in town but herself has gone to the circus, but she can find in each and all of them something to remember and use at some future day.

It will be soon known that the library is ready to help anybody find out anything, so far as its resources will allow. After confidence is established, when the young men come to you for the form of a letter of congratulation or an after-dinner speech, the young mothers for an invitation for a child's party, the girls for patterns for embroidery, the boys for suggestions about which college is the best to go to, the elderly maidens for advice on the care of their parrots and to ask if Angora kittens should have bushy tails at a week old, the farmers on the culture of frogs for the market or the raising of mushrooms, and the ministers on the latest statistics of missions in China, you may feel that your library is truly attractive, and that it makes little difference whether it is classified or card-catalogued, just like a library in Chicago or Boston. By-and-by, when it has outgrown you, and you are not quite sure what

to do with it, it will be time to send for a library school student or graduate. Meanwhile, it is your business to know the inside of your books well, and to keep up with what information you can get so well that you can help your readers. The rest will take care of itself in good time.

### CATALOGUING, SHELF-LISTING, AND ACCESSIONING FOR SMALL LIBRARIES.\*

BY JENNIE D. FELLOWS, ASSISTANT NEW YORK STATE  
LIBRARIAN, ALBANY.

A catalogue on cards is universally recognized as the only kind which can be kept up to date, and therefore as indispensable. In a small library where printing is out of the question, the most legible results are obtained by the use of the disjoined or printing hand. The important items on a card are the call number, the author's name, the title, the imprint information (as illustrations, place, date, etc.), and, for a dictionary catalogue, the subject headings.

Perhaps the call number may not be considered a part of the cataloguing, but its importance on the card will justify here the statement that it should be very conspicuous. Place it where it cannot be overlooked, and make it stand out by the use of colored ink. Practice differs greatly on the forms of authors' names, but in a small library economy demands the simplest forms sufficient for easy identification, and the convenience of the users calls for those most commonly known.

There is universal agreement that the title should be as short as possible without omitting matter of value, but the cataloguer is prone to forget that what is of value on one card may not be on another. The searcher under the author's name generally wishes a particular book, and the title there should include what is likely to be remembered, by which he may identify it. On the subject side, one more often desires a certain kind of information, and such parts of the title should therefore be retained as will show the treatment of the subject and the scope of the work. If a book treats of two or more subjects, calling for as many cards, omit on the card for each subject, as far as grammatical

wording will allow, all matter pertaining only to the others.

In the imprint, the most important items are the edition, number of volumes, if more than one; illustrations and maps; size, place, and date. Other matters, such as paging and publisher, may be included, but few small libraries will find it advisable. Most of these details are of less value in fiction than in other classes, and in this some libraries might think it wise to give only the number of volumes and the date.

If you have a dictionary catalogue, the choice of subject headings will try your souls, but the principal points to be observed are exact designation of the subject and absolute consistent use of the same heading for the same subject, with references from synonymous terms and related subjects.

The term "accessioning," in its broad sense, covers the various details connected with adding a book to the library, but it is commonly used with the more limited meaning of entering in the accession book. The accession book is a record of volumes in the order of their receipt, and should give a concise but accurate description with source and cost, and, under the heading Remarks, a brief history, including statements of such matters as rebinding and the final disposition of a book, if removed from the library. A form which has given great satisfaction in small libraries is the "Condensed Accession Book," furnished by the Library Bureau.

This book, providing for one, two, or five thousand entries, costs one, three, or five dollars. The printed headings of the columns, calling for author, title, place, publisher, etc., keep before one the various facts to be recorded. The entry runs across two pages, of which the left-hand page bears the accession numbers in sets of one hundred, twenty-five on a page, preventing error through duplication or omission; but if for any reason you prepare a book for yourself, instead of using this, you will still find the division by twenty-fives an advantage, both in the almost absolute certainty of detecting at the end of a page any mistake in numbering and in the readiness with which a number may be found. Here let me say that you should insist on hav-

\* Read before the Atlanta meeting, A. L. A., 1899.

ing everything in the way of blank-books, sheets, and cards, which you obtain from a local dealer, cut exactly the same size as those generally in use, in order that, when in future you decide to purchase the regular supplies, there may be a convenient uniformity in this respect.

In the work of accessioning, it is generally conceded that a line should be given to each volume instead of making a single entry for a set. The former method is unquestionably far more satisfactory, since it allows the recording of facts applicable to one volume, but not to all, while the use of ditto marks, in the case of details which are identical, reduces to almost nothing the labor of repetition.

In some libraries, it seems to be considered of no importance in what order the books are accessioned. Do not fall into this mistake. The necessity of entering the prices is enough to show that the order of the bill should be followed. When but few books are purchased at a time, individual entries can easily be looked up and the cost supplied; but when the library becomes large and the additions increase, much time will be wasted if this method is pursued, and it is better to establish at once the rule which you will wish to follow in future.

The shelf list is a list of books in the order of their arrangement in the library, and its chief uses are as a means of taking inventory, to prevent the repetition of a book number in any class, and as a brief classed catalogue. The items generally recorded are class and book number, accession number, author, and a brief title. Both theory and practice vary widely as to the form of the list. Many prefer to use cards of the size for cataloguing, giving a card to each work. With this system, new entries can be inserted at once in their proper order, but the greatest care must be taken to prevent loss or misplacement. The strongest argument in its favor is that the list never needs to be rewritten. Other librarians prefer sheets 10 x 25 centimetres (about 4 x 10 inches), giving a sheet to a class, or, in large classes like fiction, a sheet to one letter or to one author in a class. With this method, entries are made in order of shelf arrangement for the

books in the library when the list is written and additions in any class are placed on its sheet in the order of their arrival. When these latter entries become numerous, it is necessary to rewrite the sheets, but this would occur at such long intervals that I am sure that the time so spent would be more than offset by that saved in consulting sheets rather than cards.

At one time I was an ardent admirer of the card system; but, having used it, I should, at least for a small library, greatly prefer sheets, possibly making an exception for fiction and biography, if the additions in these classes were large, but certainly not if they were less than two hundred a year.

As the most complicated of these three subjects, and the one which alone requires such treatment as will make the work readily used by the public, cataloguing has received the most attention in the literature of library economy. The fullest and best-known work upon it is Cutter's "Rules for a Dictionary Catalogue," which may be obtained free from the United States Bureau of Education at Washington. Modestly calling itself an appendix to these rules, a wonderfully satisfactory guide to the choice of subject headings is the "A. L. A. List of Subject Headings," of which a revised edition appeared in 1898, for sale by the Library Bureau, at two dollars. One charge in connection with its use: Read the preface. There you will find statements on the principles to be observed in selecting headings, and also a list of classes of headings not included, most of which, however, your common sense should be able to supply if only you realize at once that in these cases you must depend upon your common sense and not upon the book. Two small and accordingly convenient catalogues, specimens of excellent work which has been, and therefore may be, done, are those of the Osterhout Free Library, Wilkes Barre, Pa., costing two dollars, and of the "A. L. A. Library of 5,000 Volumes," furnished free by the United States Bureau of Education.

In the "Papers Prepared for the World's Library Congress," also to be obtained free from the Bureau of Education, is a summary of settled and of disputed points in



cataloguing, with a comparison of methods, and also a very full presentation of the work of the accession department.

An inexhaustible mine of information is the "Library Journal," published in New York at five dollars a year. A consolidated index to the first twenty-two volumes has recently been issued. Many exceedingly useful articles are also given in "Public Libraries," published by the Library Bureau, at its Chicago office, at one dollar a year. The knowledge of different methods is of infinite value, if sufficient judgment is used to select what is best adapted to the individual needs, but the articles in these periodicals are too scattered and present the subjects from too many points of view to serve as a convenient general guide; and it is a great advantage to have a single code carefully compiled in the light of experience, and with due consideration of suggestions from many sources. The best such work is the "Simplified Library School Rules," first issued as No. 16 of "Library Notes," a useful technical periodical published by the Library Bureau in Boston; subscription price, one dollar a volume. The "Simplified Rules" were used last year in some of the summer schools. After careful revision, and with the addition of instructions in library handwriting, they are now published as a separate work, which may be obtained from the Library Bureau for \$1.25. This code covers very clearly in detail the technical treatment of the subjects which we are considering, and was prepared with especial view to the needs of the small library.

In any general code which you might adopt, you would doubtless feel that local conditions required some modifications, but in making them it is well to be cautious and not to act merely from personal preference. Consider well in each case whether any benefit will really result from the desired change, and, if possible, consult some one who has already tried it. If you deliberately decide to make it, put it down on paper, that when you leave your present field of labor your successor may not introduce inconsistencies through not knowing what methods you have followed. Two interesting and suggestive little manuals are the "Public Library Hand Book," of the

Denver Public Library, published by Carson-Harper Company, Denver (paper, 35 cents; cloth, 65 cents; morocco, \$1), and Miss Plummer's "Hints to Small Libraries," of which an enlarged edition appeared in 1898, published by Truelove, Hanson & Comba, New York, at 50 cents, with 40 cents as a special rate to libraries. There is one work to which I wish to call your attention, although it is not yet issued. This is the "Library Primer," of which some features appeared in the early numbers of "Public Libraries." It is now listed as about to be published by the Library Bureau, and is a work to which careful attention should be given as soon as opportunity offers.

### CHILDREN'S BOOKS AND PERIODICALS.\*

BY ABBY L. SARGENT, LIBRARIAN MEDFORD (MASS.)  
PUBLIC LIBRARY.

German legend tells us of an enchanted castle, overgrown with flowers, the door of which is opened by the little *schlüssel blume*,—key flower,—our common primrose. Inside, the castle is filled with treasures of gold and precious stones, while on the wall is inscribed the motto, "Take what you will, but be sure you choose the best." So we would have our children's rooms places of enchantment, but our motto should be "Here is only the best." With these rooms springing up in all libraries, with the increased facilities and inducements we are offering, there is increased need for care and judgment in the selection of books.

Men and women of literary tastes have sometimes attributed their love of books to having tumbled about a library as children. But we find that, as a rule, they tumbled amongst very different books from those with which many of our libraries are flooded: The Bible, Homer, Chaucer, Shakespeare, the "Arabian Nights," "Pilgrim's Progress," with much that Lowell would call the "literature suited to desolate islands." In a catalogue of books for young people, issued by one of our leading libraries last year, may be counted ninety titles of Oliver Optic, forty-eight of Alger, forty-nine of Fosdick, eleven of Susan Warner.

\* Read before the Montreal Meeting, A. L. A., 1900.

This is only one of many similar catalogues. It is to be feared that even the brains of a Lincoln, a Gladstone, a Darwin, or a Spencer would have softened on such literary manna.

A taste for good reading cannot be developed on a daily diet of insipid twaddle; of books that weaken and lower, rather than strengthen and elevate. It is the unconscious absorption of what is best which will have a lasting effect for good.

There is no royal road to a knowledge of the good or evil in the books we are putting on our shelves; no one of us is omniscient in these matters, nor can we lay claim to the essential demanded by Lord Curzon,—“an intelligent appreciation of events before they occur.”

But have we a right to add to our libraries books which we know nothing about? Should we not read, and read carefully, every book which we put before our younger patrons? Is it not better to cling to those which have stood the test of time, rather than to collect those books which at least lower the standard of taste, and may do incalculable harm? By reading and re-reading a good book, it becomes as much a part of a child's atmosphere as the air he breathes. Well-written books are not of necessity oppressively good and tiresome, nor loose and slipshod English witty and entertaining. Illustrations like those in the recent edition of “Mrs. Leicester's School” go far toward reintroducing on their own merits some of the discarded classics. Many a book which seems dull and uninteresting may be made quite attractive, if we take the trouble to read from it to the children, or to tell them a little of its story. This may be too much to expect in a library where one weary soul fulfils all its numerous duties; but no community is so forlorn that some cultured, sympathetic person cannot be found who will gladly draw the children into a corner of the library, and open to them the world of better literature. Unhappily, we cannot begin with the grandmothers, as Dr. Holmes suggested, but it lies largely in our power to make good reading more attractive than bad. All this applies mainly to works of fiction, since we must of ne-

cessity be guided in our choice of science, art, and history by specialists.

We are all agreed that purity of English, human sympathy, high purpose, lessons of heroism and moral courage, with good illustrations, constitute qualities which we ought to demand in children's books. Purity of English is placed first intentionally,—the others will follow. I like to think that one of the never-ending charms of the old-fashioned fairy tales lies in their quaint and graceful diction. Can one imagine Jack of the beanstalk, giddy and thoughtless though he was, uttering the unholy language of the little heroes of “The Drums of the Fore and Aft,” or the unwarrantable vulgarity of “Stalky & Co.”? Could either of these, or any of their ilk, have begun with these delicious words,—“Once upon a time”?

The field of good literature is broader today, and more intelligent work is being done for children, than ever before. We need only be sure to choose the best. Why should we encourage the “book scorchers” by storing for him the grist that is annually turned out of the publisher's hopper? The taste for what is good is destroyed by gratifying this insatiable desire for weak or highly spiced books. Everything of this sort should be conspicuous only by its absence, and no attendant should ever be permitted to say, “We don't consider that good for children.”

If many of the books written for girls today are vapid and inane, chiefly filled up with expletives and an exaggerated use of adjectives, or calculated to emulate the pious little frauds whom Miss Agnes Repplier describes in her essay, “Little Pharisees in Fiction,” those for boys are too often lurid, slangy, crammed so thickly with events that their readers are impatient of any well-written story. The children of the present are very far away from those of Mrs. Sherwood and Miss Edgeworth. If these latter seem dull and priggish, at least they did not consider themselves the most important actors in the drama of life,—their elders merely supernumeraries.

Juvenile periodicals also need the same careful scrutiny as do books. “St Nicholas,” without the watchful care that Mrs.

Dodge formerly gave, is deteriorating as to its literary contributions. Other magazines that we have been accustomed to depend upon are even worse. We need a carefully edited magazine, which would reprint earlier and better literature. Such material as Charles Eliot Norton has collected in the "Heart of Oak Books" might easily be adapted to this use, and do away with the worse than useless stories so common, and unfortunately so popular, in the periodicals of today. Dr. Edward R. Shaw, of New York University, has done excellent work in eliminating from some of the classics what is not essential to the story, without detracting from its interest.

Children do not need or crave so much fiction as older people. We can afford to go slowly for them here. Naturally receptive, the world of history, biography, and travel appeals as much or more to their imagination than a representation of their own world. We are apt to underestimate their capacity in assuming that they cannot appreciate or understand what lies outside their own experience. It is the verdict of all librarians who admit to the shelves, that young people will choose much better and maturer books than when obliged to select from a catalogue. It is especially noticeable, where access is given to the entire library, that they often choose those which require considerable study and puzzling over. More good can be accomplished with fewer books well chosen than with a larger number of this undesirable overwrought literature. We may, perhaps, lose a few patrons who ask in vain for "Peck's Bad Boy," or the sequel to "Elsie's Grandchildren," but if such as these are all that a boy or girl will read, is the library fulfilling its mission as an educational institution in catering to the demand? Were we united in our strength to condemn all books of weak and harmful tendencies, it would go far to discourage their publication. Our juvenile constituents will soon outgrow our leading-strings; it is not a long look for the time when they will be the leaders in our town or city affairs. Now is our golden opportunity to shape their tastes so that when they, too, have become Olympians (no doubt our trustees) they will indorse and encourage our endeavors,

and help us to keep intact the motto of our association, "The best reading for the largest number."

## TWENTY-FIVE GOOD BOOKS OF TRAVEL

BY H. M. STANLEY, LAKE FOREST UNIVERSITY LIBRARY.

As, in reviewing travels for the "Dial" for several years, and in other ways, I have examined more than two hundred books of travel, it may be of interest if I mention what seem to me the best twenty-five:

GENERAL. *Twain*, Following the Equator; *Allen and Sachtleben*, Across Asia on a Bicycle; *Hornaday*, Two Years in the Jungle. GREECE. *Barrows*, Isles and Shrines of Greece.

ITALY. *Bazin*, Italians of Today.

RUSSIA. *Hapgood*, Russian Rambles.

TURKEY. *Ramsay*, Impressions of Turkey.

CHINA. *Colquhoun*, China in Transformation; *Thomson*, Through China with a Camera.

KOREA. *Bishop*, Korea and her Neighbors.

FORMOSA. *Mackay*, From Far Formosa.

JAPAN. *Bishop*, Unbeaten Tracks in Japan.

SANDWICH ISLANDS. *Bishop*, Sandwich Isles.

PHILIPPINES. *Stevens*, Yesterdays in the Philippines; *Worcester*, The Philippine Islands.

AUSTRALIA. *Lumholtz*, Among Cannibals.

AFRICA. *Bryce*, Impressions of South Africa; *Kingsley*, Travels in West Africa; *Stevens*, Egypt in 1898.

ALASKA. *Elliott*, Our Arctic Provinces; *Windt*, Through the Gold Fields of Alaska.

ARCTIC REGIONS. *Nansen*, Farthest North; Across Greenland; *Perry*, Northward Over the Great Ice.

FLORIDA. *Willoughby*, Through the Everglades.

If the best of recent travels are kept on exhibition in the reading-room, interest is greatly stimulated.

## BEST FIFTY BOOKS FOR A VILLAGE LIBRARY.

The following list shows the result of the annual selection of the books of the foregoing year, made by librarians, under direction of the New York State Library. The selection is based upon the list of five hun-

dred of the leading books of 1899, sent out to the librarians of New York state and others to obtain an expression of opinion respecting the best fifty books of last year (1899) to be added to a village library. A fuller annotated list of the best books of 1899 will soon be issued by the New York State Library. The books are ranked according to the number of votes received.

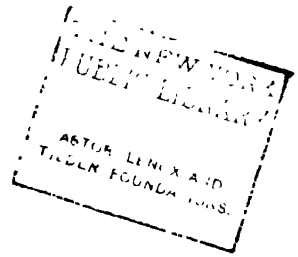
Rank.		Vote.
1.	Churchill. Richard Carvel.....	125
2.	Ford. Janice Meredith.....	110
3.	Crawford. Via Crucis.....	99
4.	Fiske. Dutch and Quaker Colonies in America .....	88
5.	Bryce and Others. Briton and Boer: Both Sides of the South African Question .....	79
	Hillegas. Oom Paul's people.....	79
7.	Fiske. Through Nature to God... ..	72
8.	Van Dyke. Fisherman's Luck....	70
9.	Mitchell. American Lands and Letters .....	69
10.	Markham. The Man with the Hoe, and other poems .....	62
	Stevenson. Letters of Robert Louis Stevenson .....	62
12.	Parsons. How to Know the Ferns .....	61
13.	Burnett. In Connection with the De Willoughby Claim.....	60
14.	Leonard, ed. Who's Who in America .....	59
15.	Whiteing. No. 5 John St.....	58
16.	Bullen. Cruise of the Cachalot....	57
17.	Earle. Child Life in Colonial Days .....	56
18.	Browning. Letters of Robert Browning and Elizabeth Barrett Browning .....	55
19.	Ford. The Many-Sided Franklin..	54
20.	Baker. Boy's Book of Inventions .....	53
	Washington. Future of the American Negro .....	53
22.	Fiske. A Century of Science, and other Essays .....	52
	Page. Santa Claus's Partner.....	52
	Willard. Tramping with Tramps..	52
25.	Du Chaillu. Land of the Long Night .....	51
26.	Singleton. Great Pictures as seen and described by Famous Writers .....	48
	Parkington. The Gentleman from Indiana .....	48
28.	Frederic. The Market-place .....	44
	McCarthy. Story of the People of England in the Nineteenth Century .....	44

30.	Lounsberry. Guide to the Wild-flowers .....	42
	Phillipotts. Children of the Mist..	42
32.	Drysdale. Helps for Ambitious Boys .....	39
	Lodge. War with Spain.....	39
34.	Abbott. Blue Jackets of '98.....	38
	James. Talks to Teachers on Psychology .....	38
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"To the wisdom of the serpent add the dove's demeanor mild;  
 Hide a politician's tactics 'neath the meekness of a child;  
 Be all things unto all persons, and to some be two or three;  
 Have the air, 'Some might be baffled, but there's nothing puzzles me';  
 Be acquainted with the history of nations near and far;  
 Know their populations, industries, and who their rulers are;  
 Know all the best authorities on zo- and soci-ology. On physics, chess, mechanics, taxidermy, toxicology,—  
 On woman's rights and logic, on golf and brewing beer;  
 With a thousand other subjects there's no time to mention here;  
 Know all the works of fiction from the time when mother Eve's  
 'Snakes I've met; or, Why we ate it,' filled three volumes of fig-leaves;  
 Be informed on current topics, and on those that aren't current;  
 Know why things that are, are as they are, and why the others weren't,—  
 If these conditions you fulfill, and then have laid away  
 A little store of extra facts against a rainy day;  
 If all these things you are, I say, and sure are lacking nary 'un,  
 Then some day you may hope to be a really good librarian."





# BULLETIN

OF THE

## NEW HAMPSHIRE

# LIBRARY COMMISSION

NEW  
SERIES.]

CONCORD, N. H., DECEMBER, 1900.

[VOLUME I,  
NUMBER 4.]

### BOARD OF LIBRARY COMMISSIONERS.

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JAMES F. BRENNAN, Peterborough.  
ARTHUR H. CHASE, *Secretary*, Concord.

In the forthcoming biennial report of the commission, to be issued about January 1, next, there will be found a list of the public libraries of this state with the names of their librarians. This list has been made as complete as possible and will be found a useful library directory of the state. The report will be sent to all names upon the regular mailing list of the bulletin.

The paging of volume one of the bulletin is to be continued through successive numbers until the total reaches about two hundred pages, to the end that the completed volume may be of convenient size for indexing and binding.

The commission hope for the enactment by the coming legislature of a law providing for twenty traveling libraries to be loaned to the smaller town libraries of the state. Should such a law be passed it is the purpose of the board to make a careful selection of books upon history, science, and social problems for these libraries. They will contain about fifty books each and will

be loaned to the town libraries for three or six month periods. The commission expect that the tendency of this movement will be to stimulate patrons to read instructive books rather than fiction, and thus that libraries will gradually come to buy a better class of books for their patrons. The board ask for the hearty support of this measure by all who are interested in library work.

### PUBLIC LIBRARIES AND CHILDREN.\*

With the Working Details of a Hill-Town Experiment.—A Paper Read Before the New Hampshire Library Association, Sept. 21, 1900.

It has come into current phrase that the present is the Era of the Child—and in a measure this is true.

Not that the child is, exactly, a new discovery—the discovery of the child dates back, I take it, to the first parents. Nor that interest in the child is a new sentiment—interest in the child also runs back through the centuries. Before the Era of the Child, however, the interest in childhood was that of the family, of the individual—now it is the interest of organized society, of the state, of the nation.

From the study of evolution and environment, in relation to all life, has developed the specialized science of childhood. "Child

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study" and "child culture" are everyday phrases. It is recognized that the environment and evolution of the child determines the citizen. Organized society stands today on the belief and assertion that the child is the hope of the future.

As in all great movements, it would be difficult to name the day or the year that marks the beginning of the Children's Era. It might not be far out of the way, however, to date the Era of the Child from the year 1635—for in 1635 the first public school was established, in Boston, Massachusetts.

Following the public school, the next great step in free education was the establishment of the public library.

It has been remarked that in matters educational New Hampshire follows Massachusetts. But while the precursor of the free public library may be traced back in Massachusetts to the beginning of the free public school, the honor of the first free library supported by town taxation belongs, I believe, to the New Hampshire library established at Peterborough in 1833.

Four years later, in 1837, a free town library was established in West Cambridge, now Arlington, Mass.—and it is very interesting, in this connection, that the Arlington library really began its existence two years earlier, in 1835, as a library especially for the children of the public schools, and that it owed its being to a bequest from Dr. Ebenezer Learned of Hopkinton, N. H. So New Hampshire may, indirectly, claim the second as well as the first public library.

Though Dr. Learned's library existed for two years as a juvenile library—perhaps the first juvenile library on record—it would not appear that the librarians of that time gave much attention to children. It was later in the Children's Era that libraries woke to the importance of the child. Indeed, at that period not many books for children were to be had—hardly more, perhaps, than in colonial days, when Bibles were chained to pulpits, and when the precious "Book of Martens," as in Concord, Mass., was "kept in ye town-house and loaned out by ye selectmen for not more than one month to any person at one time"—and that, by the way, was a sort of pub-

lic library, even away back in 1672.

With the establishment of free education, however, sprang up a demand for juvenile books, and in response books for children began to appear—books preponderantly moral, possibly, at first, but broadening in range with the liberal advance of the century. Then come the children's periodicals. The "Companion," of perennial youth, bridges the entire period back to the first public library. Later came "Our Young Folks," the first really fine magazine for children; and shortly "St. Nicholas," which took and holds still the place of the most artistic publication in the world for young people; and soon "Wide Awake," which (I may be permitted to say) was breezy and wholesome and broad in literary and pictorial range; and "Harper's Young People," blending literature and sport; and "The Nursery"; and last, but I venture to say not least, "Babyland," which during two decades was the first introduction of hundreds of thousands of tiny Americans to the delights and awakenings and upliftings of children's literature.

With the advent of a distinct literature for children and young people, the children's shelf, and the juvenile alcove, began to appear in the public library. Yet the library was still essentially for men and women, an institution for adult pleasure and for post-graduate education. The younger children were barred out by an age-limit, and the older too often were forced to the subterfuge of borrowing a parent's card.

But childhood was coming to its own. Ten years ago the public library of Brookline, Mass., opened a reading room for children—and set a red-letter day in the Era of the Child!

Within five years the larger libraries from Boston to San Francisco had taken up the idea, and enlarged upon it. Boston, in its magnificent new library building, set apart a noble room for children, with ample spaces, inviting tables and chairs, ranges of low-shelved books open to the hand of the child, and along the walls reproductions of famous paintings, portraits, and works of art. This library is made attractive to children; and it is not unusual to

see a teacher with a class, or even a whole school, filing up the marble halls to see some special exhibit of books and pictures illustrating their school-room studies, or perhaps to hear a talk about them from an expert. The children's room of the Boston Public Library contains 7,000 selected volumes, and a special reference library of 500 volumes in addition. It circulates 300 books daily. The children are assisted and guided in their reading by four attendants.

Cleveland is doing a large work with its children's room, and with its Children's Library League, which in one year rolled up a membership of over 14,000 little folks, enlightened as to the value of books, and pledged to help the librarian in taking good care of the books, and to interest other boys and girls in reading. Children's reading clubs, geography clubs, travel clubs, etc., grow out of this league. The Cleveland children's room has become one of the shaping forces of the city.

Minneapolis also has a Children's Library League, with 10,000 members. The Minneapolis children's room was fitted up in 1893, and now contains 12,000 books—the largest collection of any children's room in the country, so far as I have obtained the figures.

The new Milwaukee library has an especially fine children's room, with 8,000 books free to the children's choosing, and on the walls pictures and plaster casts. In this room 200 children read books and magazines daily, and 1,200 volumes have been drawn by the children on a single winter Sunday.

The Buffalo children's room has 7,000 books and six assistants. It circulates 425 books on the average, and has gone as high as 1,325 in one day. The Denver children's room circulates 300 books a day.

Much special work is done in these children's rooms. I have alluded to the work for school-children in Boston. Cleveland displays in open racks books for "days and occasions," Arbor Day, etc., and on particular topics; and also makes exhibits of original drawings for book illustrations and cover designs. Minneapolis had an exhibit showing, in colors, the evolution of our flag. Buffalo showed the process of picture-mak-

ing in all stages, the artist's drawing, the negative, the engraved plate, the electrotype, etc., to the final steam-press print. Michigan City had an Indian Day—pictures of Indians on a screen, lists of Indian books in bright chalks on a blackboard, and on tables collections of books about Indians. St. Louis has exhibitions of pictures—at Christmas a collection of Madonnas. Milwaukee in the spring had an exhibition of seventy-five bird pictures, with collections of books about birds, including stories and poems; and also gave the children a talk about birds. The Carnegie library of Pittsburgh employs in connection with its children's room a "supervising home visitor," to consult and advise as to books and reading.

Buffalo has gone a step further in the children's room movement, and has fitted up what might be called a *library nursery*—a special room for the very little children, with small chairs and low tables, with games and scrap-books. The Providence library, and a few other new libraries, have taken a like step. In the same spirit, Kalamazoo employs in its children's room a trained kindergartner, who leads the littlest ones into the pleasant fields of literature by the fascinating ways of pictures and games and dissected maps and drawing cards.

So the movement is spreading, with new children's rooms, and with newer and broader methods of administration. Statistics show that already, in the larger libraries, 40 per cent of the readers are children!

And why, we may inquire, this sudden and extraordinary interest in the child?

Juvenal, eighteen centuries ago, said--and this supports my remark about individual interest in childhood away back of the Era of the Child—Juvenal said: "*The greatest reverence is due the child.*"

Somebody, I believe, has observed of Juvenal himself, that in Roman literature he plays a part corresponding to that of the prophets under the Jewish dispensation. Certainly the saying quoted was prophetic of this era. Not merely because the child, as Wordsworth sang, comes trailing glory with him, but because within the child lie



the potentialities of life—because, properly “studied” and “cultured,” if you will, we may develop him into the ideal man—because, as I said at the start, not only the family and the individual, but organized society (including librarians), now look to the child as the hope of the future.

*Librarians*, indeed, have a special, I might perhaps say a professional, interest in the child as the hope of *their* future. In their efforts to widen the patronage of their libraries, they have found that non-reading adults cannot easily be converted into readers—some regard that change as hopeless. Speaking of the so-called masses in New York, the chief librarian of the New York Free Circulating Library lately said: “The adults, not having acquired the habit of reading when young, now take little personal interest in books.” A recent magazine writer asserts that “whoever does not learn to love good books when young *loses the power* to gain in later life the pleasure and profit coming from a habit of reading.” In Pullman, Ill., a town unusually adapted to exact statistics, only 10 per cent of the adults could be induced to use the library—but it is said the best hope of the success of that social experiment rests on the fact that the *children* do use it. In short, the reading habit must be established in childhood; and that the reading habit is readily acquired by the child is amply demonstrated by the results of the past ten years. The New York Free Circulating Library, whose librarian I have just quoted on the difficulty of reaching non-reading adults, has had marked success in reaching the children, even in the congested centers of population. Of the 1,241,042 books circulated in 1898, 323,533 were borrowed by children—and 29 per cent of all the books loaned were juveniles. The experience of every librarian, I believe, will emphasize these points. So, in a peculiar sense, is the child the librarian’s hope of the future.

And now that the public library has discovered the child, and thrown wide its doors, and spread out its treasures in the children’s room, the next step, naturally, is a coalition of the public library and the public school. Already it is in the air. The public school has always been a children’s

institution. The public library is rapidly becoming, in large part, an institution for the pleasure and profit of children. In the great libraries where children’s rooms have been established, as I have said, 40 per cent of the readers today are children. The union of the two great educational forces, the public library and the public school, is the logical sequence.

In towns here and there, already, the public schools are utilized as distributing stations—but I mean something more than that.

In Milwaukee the teachers go to the library and select books for their pupils, and then loan them on cards furnished by the library. In 1897, 23,000 books were thus loaned 90,000 times.

Detroit began its children’s work by sending books to the high school to help in class work. St. Louis, wisely reversing the order, began with the youngest. One hundred and twenty-five sets, each consisting of thirty copies of an attractive book, were selected for the first four grades. An entire class could thus read a book at the same time, and the teacher conduct class exercises. Mr. Crunden, the librarian, says: “I believe the sooner you begin in attempting to give children a love for reading the better. . . . Moreover it is easier to inculcate a love for reading in young children than it is in older ones.” Remarking that reading is the chief thing taught in the lower grades, he adds: “The way to learn to read is *to read*; and if reading is made interesting by giving children attractive books, the teacher will be relieved of all further care.” In the St. Louis school where the largest amount of this reading is done, the principal reports “that they do not have to give any thought to discipline; that the school takes care of itself; that the children are so interested in their work and their books that they are perfectly orderly.” He adds that they let the children do all the reading of books in school that they wish.

A plan similar to that of St. Louis has been tested in two Philadelphia schools, and with such good results that the “Public Ledger” recently advocated the adoption of the plan all through the city.

The Toledo public library, just before the summer vacation, sent out to the public schools of that city lists of books adapted to different ages, with an invitation to the children to visit the library.

Mr. Foss of the Somerville, Mass., library has just organized a special "school aid department"; and one of the assistant librarians makes regular visits to the school-rooms for the purpose of ascertaining and supplying the literary wants of the pupils.

The National Educational Association in 1898 appointed a special committee to investigate and report on the relations of the public library and the public school. That report is now published—and I quote this significant passage: "Experience seems to prove that the practical co-operation of the library and the school not only adds greatly to the direct value of the former as an educational agency—the only function of the free library that justifies its maintenance by taxation—but at the same time it increases the efficiency of the school itself!"

As I have said, the movement toward the coalition of the public library and the public school is in the air; and if so far largely sporadic and experimental, there are already indications of more organized and systematic work. Last spring the Massachusetts legislature passed a law authorizing the library commission to distribute to small town libraries sums not exceeding \$100, provided that said libraries should, by branch libraries, or deliveries, render the books accessible to all parts of the town, and—note this—provided they should devise "*practical and effective means of rendering the library useful to the teachers and children of the public schools.*"

Now it so happened that the very week this law was passed in Massachusetts, the Pillsbury Free Library, of Warner, New Hampshire, put into actual operation a Children's Branch Service, which had been in preparation for some months, and which has proved a practical and successful experiment in the coalition of the public library and the public school. (I am not sure but New Hampshire has again, as in 1833, taken a step just ahead of Massachusetts.)

And here I would like to raise a question as to what is the most significant movement in New Hampshire library administration at the present time.

To me, it is *the abolition of the age-limit!*

From statistics kindly furnished me by Mr. Wright, it appears that in 1896 only 57 libraries in the state had no age-limit—but in 1898, although 82 libraries still had an age-limit of five to fifteen years, there were 119 which had no age-limit. A few of these were doubtless new libraries starting without that handicap, but we may say that, practically, 62 libraries in New Hampshire abolished the age-limit during the two years preceding 1898—and it is to be hoped that the others will go over to the majority before 1901 opens the new century.

And why do I regard this as the most significant movement in New Hampshire? Because it means *the open door!*—the wide open door of the public library to all children, the purchase of children's books and magazines, the establishment of the reading habit in children before it is too late, the opening of children's rooms—and, let us hope, in country towns especially, the co-operation of the public library and the public school in starting children's branch services, which, like that of the Pillsbury Free Library, shall carry the library and create a children's library room in every district school.

This Children's Branch Service of the Pillsbury Free Library of Warner is the real motive of the present paper—and I, as one of the trustees, propose to give full working details, and actual facts and figures—to blaze the way for others.

Well, as the first step, we abolished the age-limit of twelve years!

Then we built fifteen oak cabinets, one for each school in town, for the holding and transportation of books.

The dimensions of this cabinet, inside, are, height, 26 inches, width, 15 inches, depth, 8 inches. There are two shelves, the upper 6 inches wide, the lower 8 inches wide; and the ends rest on  $\frac{1}{2}$ -inch cleats so placed that the upper and middle compartments are each 8 inches high, the lower compartment 9 inches high. The cabinet

is built of  $\frac{3}{8}$ -inch stock, except back and shelves which are  $\frac{1}{2}$ -inch stock, and the two 9-inch panels in the door which are  $\frac{1}{4}$ -inch stock. Top projects  $\frac{1}{2}$  inch on front and ends, the bottom  $\frac{1}{4}$  inch, the edges molded to a curve. The sides of back fit into a rabbeting  $\frac{3}{8}$  wide and  $\frac{1}{2}$  deep in back edges of sides. The parts are put together entirely with brass screws. The door, which fills the front, is hung with brass hinges and fitted with a brass Yale lock—which has two keys, tagged with name of school, one sent with cabinet, one kept at the library. The finish is "antique oak"—the door and outside having three coats, paste filling, liquid filling, and "hard oil finish"—the inside and shelves having a coat of oil stain to match outside and then a coat of shellac. The cabinets are handsome and substantial—fit to represent the library—and should last a generation.

Estimates for building the cabinets ran as high as \$4.85 each, but, by having all the parts for the fifteen got out to exact dimensions, top and bottom edges molded, rabbeting cut for back, and doors built, at a cabinet mill, and by having them put together by a local carpenter, and finished by a local painter, the actual cost was only about \$3.50 per cabinet, or \$52.50 for the fifteen.

The cabinets were the chief item of expense in launching the enterprise, but they practically enabled us to open fifteen children's library rooms in the fifteen school-houses of the town at far less than the cost of one children's room at a library.

In the sunken space of the upper panel of the cabinet door is inserted a panel of olive enameled paper, on which is printed a picture of the library, over it the name of the library, below it the words Children's Branch Service, and below that the name of the school. In the upper panel inside the door is another paper panel, light tea tint, on which is printed the "Rules and Suggestions" for teachers and children.

The upper and middle compartments of the cabinet will hold thirty books comfortably—the smaller on the upper six-inch shelf, the larger on the eight-inch shelf below, on which octavos and quartos may be laid flat—or, if the two shelves are full,

quartos may go flat in the lower compartment. The occasional large folio can stand upright on the front of the lower shelf flat against the two upper tiers of books. In addition to large quartos, etc., the lower compartment will hold the Teacher's Record Book and other "working materials"—which I will now mention.

Fifteen Teacher's Record Books,  $7 \times 8\frac{1}{2}$ , 144 pp., marbled sides, leather corners and back, cost 29 cents each—total, \$4.35. These books will hold the records of books loaned for about three years.

A half ream of very tough heavy drab-colored wrapping paper, a brand called "Hercules," I believe, size  $40 \times 48$ , weight 200 pounds to ream, at 6 cents a pound, cost \$6. Each sheet  $40 \times 48$  yields six sheets  $14\frac{1}{2} \times 20$ , with a little waste. These  $14\frac{1}{2} \times 20$ -inch sheets are a good size for wrapping all sizes of books, and a package folded twice fits into the lower compartment of the cabinet, with  $\frac{1}{8}$  inch to spare at the end. We allowed one sheet to a child per term of ten weeks—it lasts longer. Two sheets a year, costing less than one cent, will protect one child's books going home and back for a year. The half ream will supply wrappers for our schools about three years.

A rubber band,  $\frac{1}{8}$  inch wide, 3 inches long double, costing  $1\frac{1}{2}$  cents, to hold the wrappers snug, goes to each child. These bands will last a year—200 cost \$3.00.

The precautions taken to protect the books, it will be noted, cost  $2\frac{1}{2}$  cents a child per year.

I ought perhaps to include among the precautionary measures the "Children's Branch Service Book-Mark," which is supplied to every child, and which gives hints as to the care and handling and value of books.

We supplied fifteen oak shelves to match cabinets, for cabinets to stand on in the school-rooms, and the school board put them up permanently with bronze brackets. Size of shelf, 12 inches by 30 inches, giving space either side of cabinet to lay books. Cost of the fifteen shelves, \$2.25.

A contract was made for the transportation of the fifteen cabinets to the schools at the beginning of the term, and back to

the library at the end of the term, three times a year, for \$10.

The several items of printing mentioned will about balance the surplus of materials beyond the requirements of the first year.

Therefore, a footing up of the items of expense shows that the Children's Branch Service has been established in fifteen schools at a total cost of about \$80 for the first year.

The annual expense after the first year will be much less—merely the transportation of the cabinets to and from the schools each term, \$10, and incidentals, perhaps \$5—a total annual running expense of \$15.

Of course the work of those having the enterprise in charge is gratuitous.

I have alluded to the "Rules and Suggestions," for teachers and children. I may add that copies are sent also to all parents of pupils. And as these "Rules and Suggestions" embody and explain much of the working detail, and point out the purpose and significance of the service, I will give them here in full.

#### PILLSBURY FREE LIBRARY.

#### CHILDREN'S BRANCH SERVICE.

#### RULES AND SUGGESTIONS.

**TO THE TEACHER:**—This cabinet of books and magazines belongs to the Pillsbury Free Library. It is placed in the school by the trustees of the library, in co-operation with the school board.

During the term, cabinet and contents are in the teacher's charge, like the school-room property. The cabinet should be locked, and the key in the teacher's keeping, when the school is not in session.

The last hour of each Friday is to be devoted to this special school library.

All the books, at this time, are to be taken from the cabinet and spread on desk or table, and all the scholars invited to look them over with perfect freedom, as if the books were theirs—to handle them, to look at the pictures to talk about them, to have a "good time" with them.

It should be borne in mind that this hour is not merely for the distribution of books for home use, but an hour devoted to general literature, to interesting the children in books, in history, biography, travel, science, and art, as well as fiction—in short, an hour devoted to practical education, to the development of general intelligence.

During the hour, each pupil shall be invited to select one book or magazine to take home. Books may be kept for home use two weeks, magazines one week; both may be renewed for a second period, if not called for by others.

The Teacher's Record Book contains a list of books selected for the current term. The teacher will enter on

pages following said list, each Friday, with date, the names of pupils who borrow books and magazines for home use, and with each name the title of book or magazine borrowed. She will check (V) the titles of loaned books and magazines when returned. (In addition to title of magazines, the month of single numbers should be recorded, and the volume-number or year of bound volumes.) Borrower must use the wrapping-papers and rubber bands sent.

Borrowers of books in the Children's Branch Service shall be subject to "Rule III" of the "Extracts from Rules and Regulations of the Library," as printed in every book.

[I may say, parenthetically, that this "Rule III" is the usual one about liability for damage or loss of books.]

Borrowers of books and magazines must not loan them outside their own homes.

If any book or magazine is not returned when due, the borrower shall pay a fine of one cent a day until it is returned—except in case of illness, storm, or other sufficient reason.

The teacher shall not loan books or magazines where there are contagious diseases, such as scarlet fever, diphtheria, etc.; and any book or magazine exposed to contagion while loaned for home use shall not be returned to the school, but be destroyed by the physician in charge.

In case of injury to book or magazine, beyond the wear of ordinary use, or of loss through contagion or otherwise, note should be made on last pages of Record Book, with date, title, and borrower.

Such parts of these rules and suggestions as concern the pupils should be read to them by the teacher on the first Friday of each term, and as often thereafter as may be necessary.

It is better to teach the youngest child to handle books properly, than to shut them away. It is hoped the teacher will start and encourage the proper handling of books, and, more, a proper respect for books. To this end the teacher should read to her pupils the suggestions for the care of books on the Children's Branch Service Book-Mark, on the first Friday of each term, and as often thereafter as may be necessary.

The children, the younger ones especially, can know but little of the treasures waiting them in books—but the teacher has enjoyed the companionship of books, the teacher has learned that the wit and wisdom of the world are stored in books. It is expected, therefore, that the teacher will do her best to interest her pupils in books, and to establish the "reading habit," which will perhaps do more than any other habit that can be formed in childhood for the entertainment, and intelligence, and all-round building-up, of after life. While school-books are used for a few years only, the children who grow up with the "reading habit" will go on reading other books and magazines all their lives!

In addition to the use of books and magazines already mentioned (Fridays and when borrowed for home use), the teacher may, with the approval of the school board, use the books in any way to further the interests of the school: in reading selections bearing on the studies, for declamations, or for supplementary reading to stimulate interest in the reading classes.

A fresh collection of books will be sent each term.

Helpful books for the teacher will be included.

All books and magazines must be returned to the cabinet the last Monday of each term, to go back to the library.

The teacher is invited to send back in the cabinet at the end of each term comments on the interest of the pupils in the Children's Branch Service of the library, and on the influence of the books in the school and on the pupils; also, suggestions growing out of her experience as to future selections.

Per order of

TRUSTEES OF PILLSBURY FREE LIBRARY

The Children's Branch Service Book-Mark is an adaptation of the Maxson book-mark. I used as a basis the Cleveland library version. Cleveland printed 10,000, and the demand was so great they had to print 50,000 more. We did not print quite as many, but every child has one. The text of our version is as follows.

#### PILLSBURY FREE LIBRARY.

#### CHILDREN'S BRANCH SERVICE BOOK-MARK.

If a Library Book could talk to Boys and Girls, it would say things like these:

"Please, Boy—please, Girl—take good care of me, for I can't take care of myself.

"Please put on my paper coat when you take me home, and again when you take me back to school.

"Please don't let me get wet—that would spot my covers and spoil my leaves.

"Please don't handle me with dirty hands—I want to keep clean, and not be ashamed of my looks when the next boy or girl borrows me.

"Please don't mark on me with pen or pencil.

"Please don't wet your fingers to turn my leaves—you would not like other boys and girls to wet their fingers and touch you.

"Please don't lean on me with your elbows when you are reading me—you would not like to be so leaned on.

"Please don't open me and lay me face down on a table—it might break my back.

"Please don't put a pencil, or anything thicker than a slip of paper, between my leaves and then shut me up—it would strain my binding.

"Please don't turn down the corner of a leaf to keep your place when not reading—put in a Children's Branch Service Book-Mark, then close me and lay me on my side, so I can rest comfortably.

"Please don't forget how long I am to visit you; and take me back when the day comes.

"Please remember that I am to visit a great many other boys and girls when you are through with me—besides, I may meet you again some day—and you, and the other boys and girls, would be sorry to see me soiled, and torn, and marked up, and broken-backed. Help me to keep fresh and clean, and I will help you to have a pleasant time, and to know things, and to be good and happy."

The book-mark is printed on thin cardboard, of a robin's egg blue, two inches by six inches, with a simple border. The text runs over on the reverse, and below is the Children's Branch Service Motto, like that of the Cleveland Children's Library League—"Clean Hearts, Clean Hands, Clean Books"; and at the very bottom of the reverse is this suggestive line: "The wit and wisdom of the world are stored in books."

When all was in readiness, the school board furnished a list of schools and teachers, with number of boys under and over

ten, and of girls under and over ten, in each school. With this information, selections of twenty to thirty books and magazines were fitted to the requirements of the schools. A good range of stories went in all cabinets. In each was a bound volume of "St. Nicholas," in each one of Knox's "Boy Travellers," in each one or more books of history, biography, and science, in each one or more natural history and "nature" books, one book of verse, one of a "great artist" series, and in each one book especially for the teacher.

With a change each term of the "St. Nicholas," the "Boy Travellers," the artist volume, etc., and the addition of books asked for, and books from new accessions, these little school libraries will serve a year.

Next, the school board called a meeting of all the teachers at the central village, and we explained to them the plan and purpose of the Children's Branch Service.

Then the cabinets of books and working materials were sent out to the schools—and we watched results!

Warner, like country towns all over the state, is made up of a number of small villages and isolated neighborhoods, from one to four miles from the central village where the library is located. With the exception of one primary and one grammar school in the main village, the fifteen scattered schools are "mixed" schools. These schools have from five to twenty-five pupils each—and a total of one hundred and seventy.

At the very start, the great need of such an enterprise was made plain. In a school of fifteen at one extremity of the town, only one had ever visited the library or had a book from it. In a school at the other end of the town, only one had ever had a book from the library. The situation was much the same in every school outside the main village. Here, then, was a *free* library, supported by equal taxation of all parts of the town, yet practically out of reach of all the children save those in the central district. Now, the Pillsbury Free Library is carried to every child in the town. It is really a *free* library to the children.

The prompt appreciation of the Children's Branch Service, by the parents and by the children themselves, is most gratifying. The Teacher's Record Books and reports for

the first term of 1900 have been tabulated, and some of the showings are very interesting and suggestive.

The service was in actual operation in the fifteen schools an average of seven weeks. The largest number of books borrowed for home use on a single Friday in all the schools was eighty-three. The largest number borrowed for home use in a single school during the term was fifty-one. The total borrowed for home use in all the schools during the term was 375.

Nor is this all. Much good was got from the books during the Friday hour in school. Sometimes the teacher read aloud. Sometimes a pupil read aloud. All enjoyed the pictures, and enjoyment of the pictures often led to reading. In some schools the books were occasionally used as supplementary reading in the reading classes. Only one lack in the little libraries was reported—there is need of more books for the youngest. This deficiency, due largely to the former age-limit of twelve years, is likely to exist in all libraries which have had an age-limit of ten to fifteen years. The lack, however, was in a measure supplied by a gift from the publisher of the "Little Folks" magazine, who, hearing of the plan, presented each school with a year's subscription to "Little Folks." The teachers say the younger have enjoyed this magazine as much as the older have the books—and, I may add here, the trustees of the library have just voted to subscribe for fifteen copies of the magazine for the coming year, to be mailed directly to the schools. Beside the school use of the magazine, one hundred copies were borrowed for home reading.

Adding the 100 magazines to the 375 books borrowed, we have a grand total of 475 books and magazines borrowed for home use during the first term of 1900 by the children of the little hill-town of Warner!

Let us think for a moment what this means!—in wholesome pleasure, in mental development, in increased information, in broadened intelligence. Then multiply it all by the three terms a year, and that by the ten years of average school life, and we get a glimpse of what the successful operation of this educational union of the

public library and the public school may mean for the rising generation.

The teachers report that the Friday book-hour is orderly, and of great benefit to the schools. Some teachers have the children take the books from the cabinet, distribute them, and collect and count them for return. The children have taken as good care of the books as their parents might have done. Of the 375 books borrowed, only two were kept home over time; and the total of fines (at one cent a day) was but three cents. No book was lost. This carefulness of library books will lead to greater care of school books.

One teacher writes to the trustees: "I wish I could express to you on paper the good that the Children's Branch Service has done in the — school. The children have taken more interest every week in their books, and I can see a vast improvement due to their having the books to read." Other teachers write in a like way. One makes special comment on the good moral effect of the books. Another, writing of the growing interest each week, says the book-hour the last Friday was the pleasant she ever spent in the school.

The children of one school were so interested in the books they had that they sent a request that the same books be returned to them for the fall term. The children in another school asked to have three special books sent them again—and it is interesting that only one of the three was a story, one of the others being an illustrated book of foreign travel, and the third a book about Eskimo life in the Arctic. A good proportion of the books borrowed were informing books, travel, science, history, biography.

From one of the schools came half a dozen letters from the children themselves, well-written letters, telling about the books they had read, and their enjoyment of them, and how they looked forward to the last hour of Friday.

Several teachers write of the disappointment of the children, at the end of the term, to find they were not to have the books during vacation. I am therefore glad to say that the trustees are considering an extension of the Children's Branch Service, whereby the cabinets of books will remain

in the different districts during the long summer vacation and the long winter vacation, and be open weekly for the distribution of books to the children.

It is only the libraries in cities, and in towns with a concentrated population, that can make generally serviceable one children's room at the central library—even where there is space for it and the money to fit it up.

But the other, and vastly larger, class of libraries—the thousands of libraries in country towns—by co-operation with the school boards, through children's branch services like this of the Pillsbury Free Library of Warner, can establish what is practically a *children's library room in every district school*.

But these children's rooms must not be merely distributing stations—the library work must go hand in hand with the school work, and supplement it at every step. And I cannot too strongly emphasize the importance of the Friday book-hour, with its privilege of *free access to the books*. Children cannot use catalogues. Titles and authors mean little to them. They must take, and turn the leaves, and see, to be interested and captivated. The Friday book-hour also gives opportunity for guidance in the choice of books, and for shaping the tastes and tendencies of the reader. Formerly the school taught children *how to read*—it may now go a step further and teach them *what to read*.

The day was when the text-book was the fetish of the public school—but with supplementary reading, and object teaching, and open air study, it has taken its true place as the means to an end, not the end itself. Education means no more the memorizing of formulas, but the development of a general intelligence that can make its own formulas.

And here comes in the public library, naturally, inevitably, as an attractive and complementary educational force—here is the occasion and the reason for the coalition of the public library and the public school. Even from the strict school point of view, the Friday book-hour of a children's branch library service will prove the

most valuable hour of the week in the real education of the child.

Then, too, there is the tremendous problem of the children whose education is arrested midway, or earlier.

We naturally think that in this land of free public schools the great mass of children get a fair practical sort of education. The real facts are rather startling. A writer in the "Review of Reviews" recently asserted that *50 per cent of the children of this country leave school before the age of twelve!*

How, then, shall we reach all these hundreds of thousands of children, soon to be citizens, and perhaps to hold in their hands the balance of power in the great Republic—how shall we reach these myriads with an influence good, educational, and leading to intelligent citizenship?

There may be many ways—there must be many ways—for no one way can be universal and all-sufficient. But I do profoundly believe, if the age-limit can be abolished in every public library, if every school-room can be made also a children's library room, if we can so interest children in books, if we can so establish the reading habit before it is too late, if we can so introduce the children to the public library before their premature severance from the public school—that then a large per cent will practically complete in the public library the education begun in the public school—and we shall have found the largest single solution to the problem.

I would like to touch some connecting topics—how to make books and libraries easy and attractive to children—the question of not covering children's books in the public libraries and hiding the allurements and influence of color and design—the circulation of miniature art galleries—and the establishment of an annual children's day at every public library—but that, as Kipling says, that's another story.

CHARLES STUART PRATT.

## THE VILLAGE LIBRARY.

### A FEW PRACTICAL OBSERVATIONS.

The state decrees that every village shall have its public library, but it does not say

where it shall be put, so *location* may be the first library question to settle at town meeting. And if the village is a scattering one, dissension may arise; the center may assert its superior claim to hold the library, the upper and lower village may advance sound arguments in their behalf; consequently the library may exist *de jure* before it does *de facto*, just because of this sectional rancor. But the problem of location is a bugbear, not a real trouble, for the voters can amicably agree to let the library be tried a year at the center, and if it does not succeed, let the north village have it the next year, and see if the people go there any more easily for their books. The chances are one hundred to one that before six months are out the discussion as to location will have died away, routed by a new topic to argue, or by the proven fitness of the center to manage the little stock of books.

If the suggestion to move the library around till the right location is found does not strike the voters as pacifying or feasible, let some one rise and say that it does not make so much matter where the library is, because from it packages of books can be sent to the different schoolhouses in the township, and by the children using these books in the schoolrooms, or by their taking them home, with the teacher's permission, the library will be carried into all parts of the village.

Another suggestion as to locality. Doubtless it has always been the aim of the selectmen to locate the library in an accessible place—at the cross-roads, at the house next the church, or in the rear of the store; but now that the rural free delivery of mails is making the country postoffice less a place of business, would it not be a good idea to locate the village library shelves where the pigeon-hole boxes used to be? The townspeople have grown used to coming there for something, and somebody there is used to serving people. And this brings us to what, after all, should be the main consideration in locating the library, namely, will the one who is to act as librarian be pleasant to every comer, eyes to those who have left their spectacles at home (on purpose), brains to those who

say, "O give me anything!" old enough to understand human nature yet young enough to try modern library methods, and sufficiently just to sink personal bitterness in official politeness. Most people will go another block to be served in a store by a thoroughly competent, amiable clerk, and most farmers would rather drive on, an eighth of a mile, to be fitted out by a friendly librarian with exactly the book they discover, come to read it, that they wanted.

The foregoing remarks have presupposed that the village cannot afford to put the library in a building of its own. The separate building has one great advantage—it can hang its sign out. A tourist driving along and seeing the words Public Library, thinks well of the place, and feels that it has passed the stage of merely existing, and begun to live. The blacksmith's shop and the grocery had to come first, but even a box-like building labeled Library speaks hopefully for the future of the community. In one town, a Masonic order has built a small structure, converting the upper floor into an admirable hall for its own meetings, and renting the ground floor for the library and allowing the library sign to be the prominent thing over the door.

Frequently the library is in a corner room of a town hall, and when so placed it generally has no sign of its own. But over its special windows, it would better advertise itself in the best letters the village painter can make.

Another library is over the village school-room, an admirable arrangement, enabling teacher and pupils to freely use the books for illumination of dry lessons. But on the outside of the building the two signs should hang side by side, Public School and Public Library.

Will not some one who wishes to aid a village library please have a sign made for it? It may cost more than to present half a dozen books, but it will add incalculably to the dignity of the institution and to its grasp upon every passer-by.

Having got the library located and labeled, let it be open as much of the week as possible. "The librarian gets only a pittance; you cannot ask her to serve more



hours." True. But the writer has in grateful remembrance a village library which seemed to be ably running itself, in this wise: It was a pretty, inexpensive memorial building of two rooms. A big window in its front wall disclosed a large table covered with magazines and papers, and a sign said, "Open at all hours." Turning the door-knob, one walked into a sunny room, with comfortable chairs, and there one waited happily while the stage was "hitched up," and one understood that in the rear room, which was locked, were the books to be given out at times stated farther down on the sign. A hoodlum might abuse that privilege of a seat and a current magazine, but hoodlums are not as frequent in such places as loyal townspeople or grateful summer boarders.

In another town, rain postponed the Old Home Day exercises, and many were the voices exclaiming, "Let's go to the library and wait. Oh dear, it is locked!" And its sign, "public," seemed a mockery.

Many tiny libraries are open only a few hours on Saturday. Doubtless the farmer plans to make one of his trips to the center on that day, but if wife or daughter forgets to tuck in the library books, it is a pity that the family must wait an entire week for a library diversion from life's dull routine. It seems as if every library ought to be open twice in the week in order to make itself really *felt* in the community.

To turn from the consideration of the outside to the inside, every library ought to strike the visitor as sunny and cheery and clean. In a certain nice brick building placarded "The Public Library. Open Wednesday and Saturday," the thick shades on Tuesday were drawn close at every window, presumably as they had been drawn on the Saturday night preceding. To dash them up half an hour before opening, on Wednesday, was not the way to make the institution look hospitable and warmed through, in that autumn weather. It was a pretentious library compared with one in an old upper room of a discarded hall, but in the latter the librarian had put an extension table with every leaf in, and covered it with a bright red cloth and put the latest books upon it, and she sat smiling be-

side it in a little rocking chair, and made you want to come again.

How to let people get at the books so as to enjoy handling them and to profit by seeing different works on a subject, is often a puzzle to large libraries built in narrow alcoves. But the village libraries we are considering do not have this trouble, for their books are usually arranged around the sides of the room, and it is possible for the borrowers, coming less in a bunch than in cities, to make their choice of books from the shelf, simply taking it to the librarian to be charged.

Every library wants to buy a little different line of books from every other, for the local needs differ. Every library wants the last best novel, but one library lacks information on diseases of the horse, another may be short on books wherewith to identify birds, and a third may be in a village which has sent forth an illustrious son whose biography has just been written. Comparatively few towns have had their histories written, and it behooves all such to carefully collect in the library any traditional, written, or printed matter that may aid their future historians.

One library, enterprising in other ways, had never tried the good effects of sending books to be rebound, and thirty shockingly dilapidated volumes spoiled the looks of its shelves. Five dollars a year for binding may sometimes be as justifiable an outlay of the little appropriation as twenty dollars for new books.

Let it be interpolated here that any country boy, evincing a knack at helping patch, sew, and paste the village books, would do well to apprentice himself to bookbinding, for it is one of the few trades not overcrowded, and a really excellent workman is sure of a job and of good pay.

The question of what privileges to accord summer boarders is beginning to perplex some rural libraries. Like most other troubles, it vanishes as you approach to deal with it. Let it be known that your library likes to do everything for anybody, but that you must be careful lest town taxpayers suffer for books while the transient boarder keeps them indefinitely, and the real details will doubtless adjust themselves

pleasantly in each individual case. The bride of an electrician gleefully said that, while in villages where her husband was working temporarily, she got an armful of books at a time from the library. That was agreeable for her, and, doubtless, on leaving the locality, she would leave with the library the books her husband had now and then brought her home from the city. But the bride's reading should not have been at the expense of the old village dress-maker's. The fact is, the summer boarder often wants the new novel more and can read it through quicker than the villager. It is all right for the boarder to have "Eben Holden" first, *provided* the farmer can have it when he gets round to it.

Small libraries will do well to allow any borrower to take out two books at the same time, one of fiction and one of non-fiction. Many village libraries are given old magazines, and the way to make these circulate is to ask the borrower if she does not want to take a bound year of "Harper's" along with "The maid of Maiden lane." And if a boy can take "The log of a sea-waif" with his Oliver Optic, he will gladly take and read the better book.

The tinier the library, the more of an impression a picture bulletin would make. In large libraries art exhibits are no rarity, but in the village, a sheet of pasteboard covered with cuttings of authors' likenesses, illustrations sent as advertisements of new books, and cartoons on current events, would have the charm of novelty.

If a library is wondering what to have for a catalogue, and if this library needs thorough overhauling, and if the books are where the public cannot get at them, it may be well to write author and title and subject card for each book as it is handled, and so have a modern card catalogue ready by the time the books have been rejuvenated and rearranged; a card catalogue once made can be easily kept up-to-date, and it can be directly printed from, if a printed catalogue also is thought desirable; the cost of the cards and of a small case to hold them is not great, and the librarian or a volunteer can write the cards in spare moments, after securing models of how they should be written from some practiced hand. But

if the village library is in pretty good order, and the books do not need mending or moving, and the patrons can go to the shelves and rummage for the book wanted, a simple printed list of the contents of the library will very likely be sufficient for its catalogue.

There was probably never a person in trouble but there was also some one, somewhere, who would have liked to help him. So in this matter of an infant village library, if the selectmen, the trustees, or the librarian are in doubt what is best to do, there is a library official elsewhere who has learned a little by experience and who wants to help this newcomer in the library world; if the villager will write to the state commission, a helpful reply will, no doubt, come, or an address will be given of somebody who can help him on the particular point which is puzzling the little library that is his to foster. He has his crops, his store, his live stock, his family, his church, and his country to care for. Then he is made trustee of a library. Help him, ye who can!

GRACE BLANCHARD.

#### MANCHESTER CITY LIBRARY.

The library movement, so noticeable in the early history of New Hampshire, was felt in Manchester in 1795, soon after the recommendation made by Dr. Belknap, the historian of the state, for the establishment of social libraries. In that year a number of the prominent men of the place formed themselves into an association, and were known as the proprietors of the Derryfield Social Library. Among those interested were Amos Weston, father of the late Governor Weston, Elijah Nutt, Samuel Jackson, Isaac Huse, Benjamin F. Stark, John Stark, Jr., Samuel Kidder, and others, forty-seven in all. At the time of the formation of the library a very few books formed the nucleus of the collection, and others were added slowly, either by gift or purchase, as the funds came to hand. These social libraries differed from the later free libraries, in that those who patronized them were obliged to pay a certain sum for the privilege of using the books, so that the

prosperous people of the community were the only ones who could afford the luxury of belonging to the association. A fine was imposed for loaning a book out of the house of the person taking it from the library. This library seems to have supplied the needs of the people until 1827, when it contained ninety-two volumes. In November of that year the last board of directors was chosen, and in 1832 the last record of the librarian shows that "a few only of the proprietors met" and adjourned to a later date. This was the last meeting ever held, and the books were afterwards divided among the proprietors.

In February, 1844, was held the first meeting of the members of the Manchester Athenaeum, which was formed by the efforts of Samuel D. Bell, David Clark, Herman Foster, Moody Currier, David Gillis, John A. Burnham, William A. Burke, and others, for the purpose of establishing a library, reading room, and museum. In accordance with the liberal policy which has always been pursued by the manufacturing corporations in the city, the Amoskeag Manufacturing Company, in 1846, presented to the Athenaeum the sum of one thousand dollars, and the Stark Mills the sum of five hundred dollars, for the purchase of books. In 1850, the Manchester Print Works also donated five hundred dollars for the same purpose. The members enriched the collection from time to time by gifts and loans to the library and museum. The library of the Athenaeum continued to increase in size and value until in 1854 the books numbered nearly three thousand volumes. In that year Frederick Smyth was elected for the third time mayor of the city, and, in his inaugural address, called attention to the subject of a public library. "While all now recognize its importance the recommendation was very considerably in advance of public sentiment and was advocated by only a few citizens, among whom the late Judge Samuel D. Bell was conspicuous. It proved, however, the crowning act of the third year of his mayoralty, and will ever remain an honorable token of the wise policy he advised."<sup>\*</sup>

\* "Life of Frederick Smyth," by Ben: Parley Poore and F. B. Eaton.

In accordance with the suggestion of the mayor, a committee was appointed to confer with the board of control of the Athenaeum, and see what arrangements could be made toward establishing a city library. The board favored the movement, and with the consent of the corporations that had so generously contributed to the success of the Athenaeum, the property was offered to the city to form the basis of a free public library. A special act of the legislature was obtained, and an agreement was entered into by both parties, by which the property of the Athenaeum was given to the city, the members still retaining the right to take books from the library wherever they should live, while the city agreed to raise one thousand dollars annually for the purchase of books and magazines, besides making a suitable provision each year for the proper care and maintenance of the library. The management was vested in a board of nine trustees, the mayor and president of the common council to be members *ex officio*, one trustee to be elected annually, for a term of seven years, by a joint ballot of the trustees and of the aldermen of the city.

The city library, thus firmly established, continued to increase and prosper until the year 1856, when Patten's block, in which the library was located, was destroyed by fire, and nearly all the books burned, only about six hundred odd volumes being saved, which were temporarily housed until Patten's block was rebuilt. Meanwhile the trustees endeavored to replace the books destroyed as far as possible, and with new additions to put the library again in a position to supply the needs of the public. In 1871 the library was removed to the present building erected by the city upon land given by the Amoskeag Manufacturing Company.

Donations have been received from time to time by persons interested in the library. Nearly seven hundred volumes of the Tauchnitz edition, handsomely bound, were presented by Gardner Brewer of Boston.

The late Oliver Dean, for many years connected with the manufacturing interests of the city, left a legacy of five thousand dollars, the interest of which has been used

by the trustees for the purchase of scientific and technical books.

Mary E. Elliot left a fund of two thousand dollars, the income from which is to be expended in the purchase of medical books and periodicals.

The late Moody Currier presented about eleven hundred volumes, which included Bohn's standard, classical, illustrated, ecclesiastical, scientific, and antiquarian libraries, and Harper's select family library. He afterward added a number of valuable ecclesiastical works, and a collection of Greek, Latin, and foreign authors in the original text. This collection is known as the Currier donation.

By the will of the late Sarah S. Reynolds the library has been enriched by the addition of over five hundred books, more than half of the collection being *de luxe* editions of standard authors in beautiful bindings, besides a number of very handsome illustrated works. This gift will be known as the William Reynolds donation.

It has always been the policy of the trustees, while spending a part of the regular appropriation for books in the current literature of the day, to provide for the permanent value of the collection by using the larger portion of the available funds in purchasing those works which have a standard and lasting value. "This course, pursued for so many years, has made the library one of the most valuable in the state. The library is particularly rich in the number of volumes relating to local history, and in its files of newspapers, many of which, if destroyed, could not be replaced."<sup>\*</sup>

The accessions number at the present time over forty-five thousand volumes, besides a large number of pamphlets.

The library is arranged by the Cutter expansive system of classification, with a dictionary card catalogue. A catalogue of the English prose fiction has been printed, as well as one of the scientific books to be found in the Dean collection.

Manchester may well be proud of her library record even in the state of New Hampshire, which took such a leading part

in the early days toward the establishment of the free public library. It is to be hoped that the same spirit that animated the men of this passing century will appear in larger measure in the years to come, to carry the good work on to completion.

FLORENCE E. WHITCHER.

### New Hampshire Library Association.

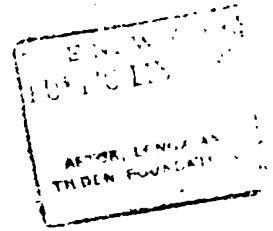
The New Hampshire Library Association held a semi-annual meeting in Berlin, on September 21. It is the intention to hold these interesting and helpful sessions in different parts of the state, so as to secure the attendance of librarians from various localities. More should have been present at Berlin, for the program, which is given below, was admirably carried out, and both afternoon and evening, the papers and remarks were bright and sound. New Hampshire's record in library matters has been so creditable that it should feel in honor bound to maintain a well-supported library association. In Berlin free entertainment was generously proffered by the townspeople. Miss Johnson and her brother, respectively librarian and trustee of the capital little public library, made such successful efforts in behalf of the meeting that to them is largely due the delightful impression brought away.

The following were the varied topics of the program:

- 2 P. M. Public libraries and children. Paper by Mr. Charles S. Pratt, trustee of the Warner Public Library. Where to locate the town library. Entrance examinations of library schools. The library exhibit at the Paris Exposition. Co-operation with teachers.
- 8 P. M. The library as a friend to all. Paper by Miss Caroline H. Garland, city librarian, Dover, N. H. Remarks by Mr. Arthur H. Chase, state librarian and secretary New Hampshire Library Commission. Questions and answers on practical points.

<sup>\*</sup> "Manchester City Library," by N. P. Hunt. In *Hurd's History of Hillsborough County*.





# BULLETIN

OF THE

## NEW HAMPSHIRE

# LIBRARY COMMISSION

NEW  
SERIES.]

CONCORD, N. H., MARCH, 1901.

[VOLUME II.  
NUMBER I.]

### BOARD OF LIBRARY COMMISSIONERS.

EDWARD H. GILMAN, <i>Chairman</i> ,	Exeter.
GEORGE T. CRUFT,	Bethlehem.
HOSEA W. PARKER,	Claremont.
JAMES F. BRENNAN,	Peterborough.
ARTHUR H. CHASE, <i>Secretary</i> ,	Concord.

The commission are sorry to be obliged to announce that the bill to provide for traveling libraries, which they caused to be introduced in the legislature, failed of passage through the adverse report of the appropriations committee of the house. The bill was first referred to the judiciary committee of the house, and after a careful consideration by them was reported back favorably. As it called for the expenditure of state money it then had to be referred to the appropriations committee. This committee, in view of the large appropriations called for from various sources, could not see their way clear to give it a favorable report at this time. The commission believe that the decision was based wholly upon the question of finances, and did not indicate opposition to the merits of the traveling library idea.

Since this number of the BULLETIN has been put in type death has suddenly taken away the chairman of this board, the Hon. Edward H. Gilman of Exeter. A man,

strong in intellect, conservative in action, faithful and true to his ideals, considerate of all, a power in the business world, in the prime of life and vigor, the loss to this state and its citizens is great and lasting. Especially severe is the blow to the library interests of our state. Mr. Gilman was a member of this board from its inception. He always gave to its councils the benefit of his rare literary learning, and much of the success that has resulted from its work is directly attributable to his earnest endeavors. He had an inborn taste for literary pursuits, he had a broad conception of the mission of the public library in the community, and he led all who came in contact with him to approve and adopt his views.

While the loss to the library cause and to the state is so great, the board feel that their greatest loss, the one that overshadows all others, is of his personal friendship. The world moves on. Others will be found to take up the cares and duties he leaves behind. But no one will ever be able to fill his place in the hearts of those to whom he was a friend.

A bill has been passed at the present legislature for the gradual consolidation of the board of library commissioners and the trustees of the state library into one body, to consist of three members, having all the present powers and subject to all the present duties of both boards. The consolida-

tion will be perfected at some time during the next three years. The bill had the approval of all the members of both boards and is a step in the right direction. To attain the best results the unification of all library interests in the state is necessary to the end that all shall work in harmony for the common end, the higher education of our citizens.

The commission desire to urge upon librarians the importance of preserving in the library a file of the local newspaper. There is probably no publication that has so important a bearing as this upon the local history of a town. In it are recorded the daily happenings, important and unimportant, the business interests of the town, and the record of many things that are preserved in no other form. Begin now to preserve the current issues, and be constantly on the lookout for back files.

### A Librarian's Enthusiasm.

I have known many librarians and library assistants, old and young, and every one of them has testified, directly or indirectly, to keen delight in his work. Few leave the profession and they always with regrets. The position is not an easy one and the pay is not large. Our calling would seem to have strong attractions for people of a certain type,—and so it has. Of the many which may be mentioned I wish to speak here of two only: the opportunities it offers for the promotion of happiness, and its wide variety of interests. Attractive careers in the field of altruism are not open to every one. The world's work must be done. That it may be done well, those most competent must do it. That the most competent may do it, they must compete with the less competent, and must win the day. Here, then, are war, victory, defeat, and the spoils of conquest. Nature, red in tooth and claw, comes perforce into every factory and every market, and comes to stay. Sympathy softens the aspect of this strife and tempers the sufferings of the defeated. But the strife goes on; and neither legislative enactment nor public opinion, even though born of generous sentiments, can stop it; and if they are carried beyond a certain point, they but

forbid the supremacy of the most competent and work us harm. Business must be done; most must engage in business; therefore, most must do battle day by day.

But, if libraries are good things, and it is impossible now to question this; and if free, tax-supported libraries are good things, and today it is not easy to question this; then we have in the librarian's calling a field in which competition is simply a joyful one over efficiency in good works. It is not—and this cannot be said too often—a question of making others good. They who are much given to improving the low morals of others are already Pharisees. The whole question of librarianship is one of joy, of pleasure, of fullness of life, of happiness. If the librarian of the country village, for example, can see that her little collection of books, under her clever rule, subtly fitted to its owners, wisely meeting the needs its own active presence arouses, makes this one and that one, old and young, here and there, see more things, know of more things, care for more things, take the broader view, loose the bond of bigotry, open the eyes of charity, teach "of course" to wait upon "perhaps," change self-satisfaction to ambition, and add sparkle to the daily grind,—then, is she not a friend of society and of some good in the world?

This mere mention of the character of the librarian's career, shows it at once to be helpfully unselfish in its essence, as few careers in the world's field of work can be. It calls attention, also, to the second of the two attractive features in the librarian's calling which I wish here to emphasize: the variety of its interests. Perhaps alone of all the world's teachers, the preacher—and he only when he has bade farewell to all creeds whatsoever—takes up into his life as great a variety of human interests as does the librarian.

All knowledge is the librarian's province. None can explore this domain thoroughly, but any one can realize, if only vaguely, its immensity, can look upon it reverently and can venture, with timorous delight, into a corner here and there. Some one should write us an essay, or perhaps a poem, on "Our Pleasure in the Books We Cannot Read!" What joy there is, as we walk among the shelves, in the contemplation of

the knowledge and wisdom that we know lie here, and here! Some day we shall have the "Ballad of Him who Joyed to Know that Others Knew."

And the work to be done! First, in the library itself; no matter how small it may be, the librarian gets pleasure in applying to its management every latest method of arrangement, classification, cataloguing, shelving, delivery, access, that she finds by careful study applies to her peculiar case. It soon takes on for her the air of a home. She says of it: That which my people enjoy when they visit my home fireside, that they shall find and enjoy here. Light, fresh air, pictures, neatness, refinement, hospitality, cheer,—in all these things my library shall rival the most attractive home in the town which owns it. This is not an office, or a store, or a factory; it is the chosen home of the good and wise men who wrote these books; it is constituted and maintained to help my fellow villagers to find life easier and brighter and more worth the living; it shall speak at once to every corner of all these things. This is home-making and library management,—two of the best and most delightful of occupations, both in one.

Looking abroad, she sees the editor, the preacher, the teacher, and the scholar, and says at once: These are all on my side and must work with me. Their work is not mine, but mine is surely a part of theirs. She finds they meet her halfway, and more. Her books have allies in their work. They become mobile and move through the community on the wings of a few words spoken shrewdly here and there by these their friends.

The pulpit speaks and the press and the teacher, and clubs and Sunday schools and sociables; and every chance gathering of friends take up the words, and the treasures on her shelves come forth and move about among the people, and their mission is accomplished, and the library has wellwishers, and advocates and promoters and benefactors.

And the children come, to the very youngest; for no one has discovered that good books hurt children, and children who hurt books are few and easily cured.

Thus, with all knowledge for her province, with old and young of every kind and

of every trade and calling in her community for her field of work, and the promotion of human happiness for her aim, the librarian takes up her daily task each morning with enthusiasm and lays it down each night with regret.

JOHN COTTON DANA.

## THE PURCHASE OF BOOKS.

### The Best Methods for the Small Town Library to Pursue.

The literature upon this subject is already sufficient for every purpose except one, which alone justifies the publication of this article: no article on the subject has been published in anything likely to reach the small country library. Books and periodicals devoted to library management and economy are seldom bought by village libraries, perhaps because their application to the conditions governing the average New Hampshire library is remote.

What is herein recommended is the result of an education in village library work, experience being the principal teacher. The experience of the Whitefield Public Library is not unlike that of other small libraries, managed by trustees or librarians who have lived and learned, handicapped in the beginning by a lack of technical knowledge. Few of these libraries have over five hundred dollars a year to spend. Out of this meagre sum must be paid the librarian's hire, supplies, insurance, binding, express, and occasionally rent; and with the balance books are bought. The problem is how to make this balance go as far as it will in keeping the library alive by the accession of the best of the new in literature.

Perhaps the best method to be pursued in writing this paper will be to epitomize the results of a personal experience in buying for the Whitefield library. In 1893, this library started with 1,027 volumes; its accessions now number nearly 5,000. The first appropriation was one hundred dollars; the appropriation has gradually been increased to five hundred dollars. About halfway in its history, modern library methods were adopted, and the library was classified, the Dewey decimal system being adopted.



Since then a Finding list and a quarterly bulletin have been published. As a circulating library prior to 1893, it loaned about 1,500 books annually. Its circulation is now in excess of 16,000 volumes. The town has a population of about twenty-one hundred. The library, its needs and its methods, is fairly representative of the class of libraries for which this paper is intended,—libraries not managed by “professionals.” What I may say about buying, then, applies to libraries similarly situated.

*Preparing to buy.* In the first place, we use “order slips,” like the following, samples of which I shall gladly send on request:

..... Author .....  
 Title .....  
 .....  
 Place ..... Publisher .....  
 Date ..... Vols ..... Binding .....  
 Size ..... Price .....  
 Recommended by .....  
 Notes .....  
 Ordered ..... From .....  
 Received ..... Cost .....  
 Accession number

The slips—heavy paper does as well as card—are exactly the size of L. B. standard linen cards, No. 33 ( $7\frac{1}{2} \times 12\frac{1}{2}$  cm.). They are used to record desirable books to be purchased. Borrowers find them at the librarian's desk and use them to recommend the accession of some book not in the library. Their greater use, however, is by the writer. In addition to publishers' lists, which every library may have for the asking, we have the “Publishers' Weekly,” published at 298 Broadway, New York, at \$3.00 a year). This contains a weekly record of new publications, with notes descriptive but not critical. It cumulates quarterly, the fourth quarter, of course, containing all of the American publications for the year. An equally good, and in some respects better, periodical of this character is the “Monthly Cumulative Book Index,” published by H. W. Wilson, Minneapolis, Minn., \$3.00 per annum, cumulating monthly. The “Weekly” has the slight advantage of a more frequent publication.

Each week the writer goes through the list of new books, recording upon these slips every book at all likely to be a de-

sirable accession. The slips are classified roughly, the class number being noted in the square on the left-hand upper corner, and are filed in classified order. This brings all the books on a given subject together. When we are ready to order, I go through the slips that have accumulated since our last order. We have so much to spend, and the selection must be governed by that consideration as well as our needs along certain lines. For instance, there may be three or four slips relating to the history of Spain; we cannot buy all; we must select one, perhaps two. Then comes the question, which, price and all considered, shall we order? All the information obtainable about these books is sought. We have the “Bookman,” “Critic,” and “Bookbuyer,” and two or three minor periodicals more or less critical, like “Book News” and the “New York Times Saturday Review.” This last one must be used cautiously. I do not regard its criticisms of any particular value, but it helps in obtaining a description, an idea, of the book. From these, and other sources if need be, like a personal examination of the books, I am able to select our purchases. The slips of the books to be ordered are separated from the others. On the line “Ordered.... From.....” the date and the party of whom ordered is written. A list—“Order Blank,” we call it—is prepared and is sent to our book dealer. The slips retained by us show what orders have been sent to the agent. When the books arrive, I note upon each slip the date received and the cost of each book in the invoice. The slips of books not received are returned to the file of books to be ordered. The subsequent use of the slips of books received does not relate to the purchase of books.

*Where and how to buy.* Buy as far as you may of one book dealer. If your local bookseller will allow as good a discount as a city bookseller, buy of him. The amount of discount depends upon the quantity of books purchased during the year. A library should get thirty-three and one third per cent off on regular books. If your purchases are large enough, you should be able to get better terms, say five per cent additional discount. On net books, ten per cent is an average discount. Many book dealers

are now making a specialty of the library trade—firms like Damrell & Upham or De-Wolfe, Fiske & Co., of Boston. The former house handles periodicals as well as books, and imports largely besides,—a necessary requirement in selecting a city agent for a library, say, of 5,000 volumes. The chances are that it is better to deal with a city rather than a local book dealer; it saves many vexing delays. It is decidedly better to confine your purchases to one firm as far as you can, for many reasons. If a house understands that it has your business, it is obvious that you will be used better in the matter of discount. If he must divide your trade with others, he must get all he can out of your limited purchases. I have never yet found a book dealer in the business for his health. In selecting your agent, first write to a number of dealers, either submitting lists of books desired, or stating generally your purpose in writing: that you desire a city agent; that your purchases amount to about so much a year, and are of such and such a character; that you are writing to various houses asking them to state what discount will be allowed on regular and on net books on the basis of having your trade. Select from the replies with due consideration of the expense of transportation of your purchases as well as discount. It is cheaper to buy in Boston at thirty-three and one third per cent than in New York at thirty-three and one third and five per cent on account of the difference in express rates. Libraries with very small appropriations will, of course, find it difficult to buy at the same advantages enjoyed by libraries less restricted in means. In Massachusetts, the library commissioners do a great deal of purchasing for small libraries. They aid not only in the purchase but in the selection of books. Such an arrangement is highly desirable in New Hampshire. When the consolidation of our commission and the state library management is effected, a good working system for this state will be devised, whereby the small library may buy through the state library, thereby enjoying greater advantages in respect to purchasing.

Aside from regular purchases, libraries will find it to their advantage to purchase

books by auction. C. F. Libbie & Co. of Boston and Bangs & Co. of New York sell books, generally second-hand, occasionally new ("remainders," etc.), by auction. They send out catalogues of each sale to libraries that may become customers. With each catalogue, they send a blank on which you write the catalogue number of any book or lot of books you may desire to buy, indicating the highest price you are willing to pay. The list is then returned to the auctioneers, who act as your agent at the sale gratuitously, frequently purchasing the book for you at less than your maximum bid. The condition of each book, if it is otherwise than in good second-hand condition, is stated in the catalogue.

Much may be saved in this way. You may find three, or four, or many more books wanted at every sale. One must have some knowledge of books, editions, prices, etc. I am not referring to rare, unusual, or expensively bound books. The limit you will pay must be set after a consideration of how much the book is really wanted. Never bid more than forty per cent of the list price of a book not out of print. For instance, you want a book the list price of which is \$2.00 regular. You can buy a new copy of your book dealer for \$1.33, or less. Do not bid more than eighty cents for it; do not bid that unless you want it so much that you will buy it of your agent if you fail to bid it in. You will save nothing by getting a second-hand copy at fifty per cent off and paying the separate express charges, when the book, ordered with others regularly, at \$1.28 or \$1.33, costs practically nothing for transportation. Frequently, we have purchased a lot of sixteen or twenty novels, in excellent condition, two or three years old as to publication, at twenty to thirty-five cents a volume—a great saving. On such lots of books, I have often bid twenty-five or thirty cents, not because the books were particularly needed at that time, but because it would be a bargain to secure them at such figures.

As to second-hand book dealers: deal cautiously. Sometimes you must deal with them in buying an out-of-print book. But it is very poor economy to buy \$1.25 second-hand novels at fifty cents a volume; the

chances are that the second-hand dealer bought them by auction for fifteen to twenty cents. Watch the auction sale catalogues yourself.

Beware of cheap editions—books printed on wood pulp paper, wire stitched, gaudily and wretchedly bound. It does not pay. They soon require rebinding, and they cannot be successfully rebound. In these cheap “libraries” or “series,” three classes of books are published: books that should be read and are not read by library patrons; good books that are read; and books that should not be read and are read by library patrons, if they can get them. The last ought not to be purchased for obvious reasons; the second class will wear out by reason of their popularity so soon as to make their purchase expensive rather than economical; and the first class of books should be purchased in attractive editions if you would have them used at all by the average borrower. A well-dressed book is like a well-gowned woman.

It is much better and cheaper to buy certain books—good novels—in paper-bound editions like Houghton, Mifflin & Co.’s “Riverside,” Harper’s “Franklin Square,” and Appleton’s “Town and Country” series. The insides are the same as the bound edition; they list at half or less than half the regular price of the bound volumes, and the cost of binding is small. A library can save about thirty cents a volume on a \$1.25 book by adopting this method. The objection is that the book is not as attractive as the regular bound edition.

Do not buy subscription books. Beware of the subscription book agent! One in twenty thousand may have a book you desire and cannot immediately obtain through the ordinary channels. By waiting a few months, however, you can get it second-hand at a great reduction. As a rule, he has a hack-written book not worth over seventeen cents, for which he wants \$3.50 or so, according to the gaudiness of the binding. He or she bothered you with worthless “histories” of the Spanish war, the South African war, or the Philippines, and now he—or she—is after you with a reprint of cheap newspaper hash which he—or she—styles a “life” of Queen Victoria. If

he’s a man, show him the door or your dog’s teeth; if she’s a woman, run and hide.

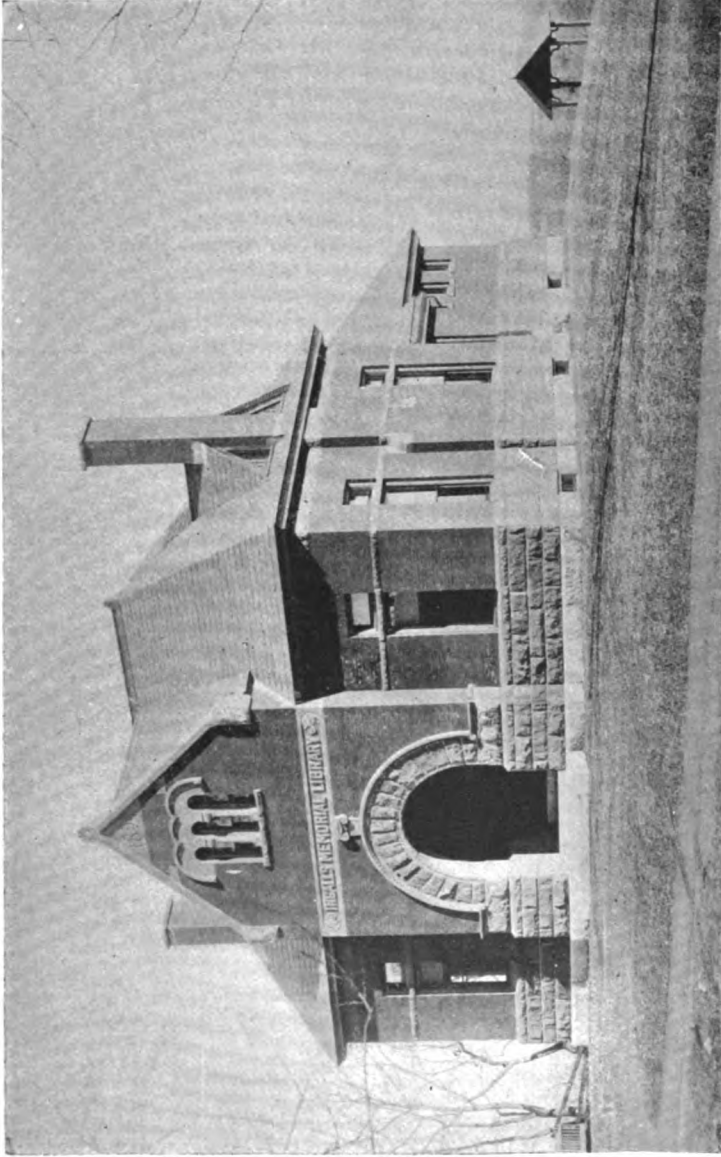
Do not buy expensive books if you can avoid it. I know of a library in this state. It had seventy-five dollars a year for books. The trustees one year expended sixty dollars of this sum for an encyclopedia! There are three or four villages in this town, and they have been in a row for the last two or three years over the location of the library. No wonder! Do not buy extensive and expensive biographies unless you have a large library and a large appropriation. For example: buy Howe’s sketch of Phillips Brooks in the “Beacon Biographies” (75 cents list); if you have a patron who desires to read a more extensive biography, borrow Allen’s “Life and Letters of Phillips Brooks” (2 vols., \$7.50 net) of the state library.

Two words of advice in conclusion: buy timely books when they are timely if it does involve a little extra expense in the matter of express. The time to hunt game is when it is out. The time to buy books on China is when people are talking about China. We make it a point to get important new novels as soon after publication day as we can. Secondly, let one person attend to the book buying. “Too many cooks spoil the broth.” Others may suggest, but let one do the work.

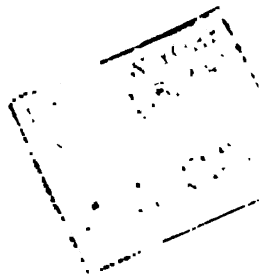
C. EDWARD WRIGHT.

### The Libraries of Rindge.

The laws of a republic are the crystallization of public sentiment, and in their language is transcribed the aspiration and the thought, the necessities and the condition of succeeding generations. At all times, the progress of thought, the character of the institutions, the methods of business, and the prevailing commercial usages are mirrored in the laws enacted by the people. A volume of laws is a luminous text-book of history, and especially in educational and reformatory legislation the voice of the people is clearly expressed. Previous to the Revolution, the older towns of New Hampshire, under a permissive town government, established schools, and borrowing each from the other had created a reasonable system of public instruction. The history



INGALLS MEMORIAL LIBRARY, RINDGE.



of these primitive schools is recorded in the votes of the several towns. Scarcely had the people of New Hampshire established a state government and entered upon the enjoyment of the fruits of independence, before many educational measures were debated and approved, but it was by timid measures and retarded progress that the state by statute began to experiment in an improvement of the existing system of schools under town government and supervision. The laws of New Hampshire, for nearly a half century from 1784, are instructive. Concerning the public schools of the period the legislation was supplemental and not constructive, and the desire of the people for additional educational advantages is more clearly made known through the many and continued applications for the incorporation of academies and local libraries. It is apparent that a town system of schools failed to meet the full demand of public sentiment. The proof is presented in the legislation of the period. In answer to petitions from 1784 to 1799 inclusive, the legislature of New Hampshire incorporated fifty libraries and ten academies, and previous to 1820 there were incorporated one hundred and fifty-six libraries and twenty-nine academies. Several libraries were established at this time without an act of incorporation. The community, relying upon its own resources, was seeking additional facilities for the education of the young. If not rivals the library and the academy were the forceful expression of this desire. At first the library was the most approved thought of the people. It was accessible to all, the rich and the poor, and a natural expression of the democratic faith of our fathers. In 1820 libraries had been incorporated in one hundred and forty-three of the two hundred and twelve towns in the state of two hundred or more inhabitants. In later years the academies were greatly increased in number. They met the demand of the time and prospered until the modern high school, more democratic in its organization, usurped the field.

In the meantime the story of the early libraries is one of decay and extinction. In many instances they were founded on a present impulse without assurance of future

support. Often a rivalry between towns, or the contagion of a feverish mood of public sentiment, was the slender promise of future support. In the creation of new libraries the inflation of the balloon exceeded the strength of the fabric. They collapsed. Nearly all the early libraries became extinct and after many years the present library has arisen from the ashes of the pioneer. All the causes for the growth and decay and the recent resurrection in the libraries of New Hampshire may not be apparent at this time. In a brief sketch of the libraries of an unpretentious town, it is possible that the organization and decay of the early and the foundation of the present libraries of the state may be typically portrayed.

The Social Library of Rindge was organized about 1805. It was the voice of a desire for better educational advantages and a symptom of the library fever which was prevailing. Rev. Seth Payson, D. D., was foremost in the work, and he solicited the willing co-operation of the substantial citizens of the town. It was not incorporated, but it was active and useful nearly twenty years. A slender fund was secured in a sale of shares and occasionally an assessment was levied on the holders of shares to whom was committed the control of the organization. If the number of the volumes of this and other early libraries were measured by hundreds instead of thousands, as at the present time, they were solid, instructive works. Every book was examined and approved before it was honored with the society of its companion volumes or admitted, as an instructor, to the homes of the patrons of the library. The good influence of the first library in Rindge, and generally the instructive work of the early libraries of New Hampshire, is demonstrated in the character and intelligence of the generation which they had aided in instruction. The benefits were enjoyed at home and by emigration were carried abroad. It is often remarked that the present emigration from the state is a draft upon the intelligence and enterprise of the towns. This is true, but it should be remembered that the emigration from New Hampshire during the second and third decades of the past century was greater than at any later period.

The history of the Rindge Social Library is quickly told. The name was changed to the Rindge Circulating Library, but there are no records remaining to preserve the date or other details of existence. Within twenty years from its inception the books were distributed among the owners of shares, and only the memory of man preserves the facts here stated.

The causes which led to the extinction of many of the early libraries are not concealed. They were of sudden growth. They rested their hope of existence upon the voluntary and fitful contributions of the public. The country was poor and no benefactor extended a liberal hand. The foundation was unstable. A more potent factor in their decline and extinction is found in the fact that they were homeless. The library abided temporarily with the existing librarian. The tenure of office was uncertain, and the tired library was moved from house to house as new librarians were chosen. In most instances, if a permanent building for its accommodation had been secured the continued prosperity of the library would have been assured.

After the dismemberment of the Rindge Circulating Library the record in this town upon the subject of libraries is a blank for several years. In 1845, a social library was organized by the residents of a school district in the section of the town now known as East Rindge. The collection of books was limited and the organization, after a few years, became extinct. The books, however, were preserved at the residence of the last librarian.

In 1871, the East Rindge Library Association was organized, and by general consent received the volumes remaining of the school district library. This library is owned and controlled by the association and so far as the public is concerned it is a free library. Its income has been derived from fees of membership, from benefit levees or fairs, and from donations. It now contains 1,800 volumes, and enjoys a local patronage. A portion of the volumes are of substance and merit, but it is mainly a collection of fiction.

Miss Mary L. Ware of Boston, having a summer residence in Rindge, founded at

West Rindge, in 1884, a free library bearing the name of the generous donor. New books are added each year, and all the expenses have been paid by the founder and the library is conducted under her immediate supervision. The books have been wisely selected, and the tone of the library is pure and instructive. From the beginning it has "justified its own existence." It was planted in wisdom and the fruit is abundant and excellent. This library now contains 1,165 volumes. In accordance with the wish of the founder it is now an adjunct of the Ingalls Memorial Library, and is known as the West Rindge Branch Library. The library has a modern catalogue, and its continued usefulness is assured.

The increasing interest upon this subject throughout the state during the past twenty years has found frequent expression in the organization of new or in the enlargement of existing libraries. The cities and many towns have made an increasing appropriation for their support, and the general impulse is reflected in the mind of the public in many directions. The small towns of the class to which Rindge belongs were permitted to desire but unaided could not taste the ripening fruit. At a most auspicious moment, the library act of 1891 with messages of cheer extended a helping hand to the smaller communities of the state. Under this act a library was immediately inaugurated at the central village of Rindge. It was only an acorn planted in hope and nurtured with robust faith. It was a beginning, but its steps were feeble and the pathway unlighted. It is useless to inquire what progress upon its original foundation this library would have made or how long it would have endured. Scarcely was the door open to the public before the dawn of a new era in library affairs, and the continued story begins with a new chapter.

## II.

The Ingalls Memorial Library of Rindge is one of a group which includes the Frost of Marlborough, the Richards of Newport, the Pillsbury of Warner, the Clay of Jaffrey, and others founded in the munificent creations of generous donors. They are memorials of benevolence, and fortunate is the

community that becomes the recipient of a memorial devised in wisdom and expressed with liberality. Each of these libraries has a substantial building and the beginning, at least, of a secure pecuniary foundation. Hon. Rodney Wallace of Fitchburg, in youth and early manhood a resident of Rindge, having presented the city of Fitchburg a magnificent library building and endowed the library with substantial benefactions, in 1894 presented the town of Rindge a spacious lot and a well appointed library building. With a thoughtful liberality Mr. Wallace added five hundred dollars for the immediate use of the library and one thousand dollars for a permanent fund. It was a noble deed most graciously performed. The name of the library was given in memory of the wife of the donor, a native of Rindge, and the building is erected on the site of the Ingalls homestead. The limits of this paper will exclude a description of the building and an account of the dedicatory exercises which occurred June 13, 1895. The trustees are chosen by the town and by law for the term of three years. By reelection Mary L. Ware, Herbert I. Wallace, and Ezra S. Stearns have been continued in office from the beginning. The permanent fund, including one thousand dollars appropriated by the town, has been increased to the sum of \$4,600. The annual income is one of the resources of the library. Since the library was opened in 1895 the trustees have expended the following sums:

Expenses of dedication.....	\$93.90
New books and magazines.....	1,054.54
Furniture .....	73.70
Catalogue .....	255.00
Fuel, lights, and incidentals.....	614.63
Salaries of librarian and janitor at \$100 each per year.....	1,135.00
	<u>\$3,226.77</u>

The trustees have received for the support of the library exclusive of the principal of the permanent fund:

From donations.....	\$963.16
Income of the permanent fund...	752.63
Town of Rindge .....	1,589.00
	<u>\$3,304.79</u>

A considerable number of books have been presented to the library which are of interest and value, but which are not represented in the treasurer's accounts. The present number of volumes, exclusive of incomplete sets not catalogued, is 2,045. The annual issue of books and magazines in round numbers is 4,000, of which less than one half is fiction.

Miss Emma E. Leighton, a graduate of Smith's College and a native of Rindge, has been the efficient librarian from the beginning.

The Ingalls Memorial Library and the West Rindge Branch Library have issued excellent catalogues, which were prepared by Miss Leighton upon the decimal system and according to the dictionary method of arrangement under authors, titles, and subjects, and provision has been made for an occasional issue of supplements. The expense of a modern catalogue is often burdensome, but it is an indispensable requisite of a well appointed library.

If space permitted, a more particular mention would be made of a collection of specimens of the native birds and of many curious implements and utensils in daily use in former generations. This interesting and instructive collection has been made at the expense and under the wise supervision of Miss Ware. Only a passing reference will be made to the collection of books relating to Rindge and to Rindge people, and of the reports and pamphlets published by the town or residents of the town. This department approaches completion, but will not be immediately catalogued.

The history of the Ingalls Memorial Library is scarce begun. Through the forethought of a generous donor, the library possesses the first essential requisite of continued prosperity—an elegant and a substantial building. The three factors which will measure its future usefulness are: First, the financial aid it receives; second, the wisdom of its management; third, the interest of the public. If the first and second conditions are assured, the third factor will not fail.

In a narrative of the libraries of Rindge, the reader will find visible parallels in other towns. Throughout the state in library



affairs there have been revivals and seasons of inactivity that resembled death. Not a few of the libraries, like the generation they subserved, lived and died, and some of the existing libraries, founded upon the impulse of a day and a sudden purpose to secure the proffered aid of the state, will not long survive. The foundation is insecure. The enduring library is the product of the firm, unyielding purpose of years. The record of the past is a plea for constant and liberal appropriations and whenever possible the creation of a permanent fund yielding an annual income independent of the fickleness of municipal appropriations.

The record of a library is an index to the history of the town, and it is not an unreasonable exercise of the imagination to assume that the standard of the books of a library is reflected in the character of the town. It is essential both for the usefulness and existence of a library that the trustees exercise constant care in the selection of books. While the library is fostering the habit of reading, it is educating the taste for literature among its patrons. Do not administer soothing syrups until the public refuse invigorating cordials.

EZRA S. STEARNS.

### Standard Authors.

Mr. William E. Foster, librarian of the Providence (R. I.) Public Library, has set apart a room in the new library building to be devoted to a collection of the works of standard authors. The room has the cosy and attractive appearance of a library in a private house. Free access to the shelves is allowed, and patrons are encouraged to read the books upon the shelves. The selection of authors that has been made by Mr. Foster is so good a one that the commissioners are glad to give it a place in these pages.

Addison.	Ariosto.
Aeschylus.	Aristophanes.
Aesop.	Aristotle.
A Kempis.	Arnold (Matthew).
Antoninus (Marcus Aurelius).	Bacon.
Arabian Nights.	Bible, The.
	Boswell.

Browning (Robert).	Junius.
Browning (Mrs. E. B.).	Keats.
Bunyan.	La Fontaine.
Burke.	Lamb.
Burns.	Landor.
Byron.	Leasing.
Cæsar.	Lowell.
Calderon.	Macaulay.
Camoens.	Machiavelli.
Carlyle.	Malory.
Cervantes.	Milton.
Chaucer.	Molière.
Cicero.	Montaigne.
Dante.	More.
De Foe.	Nibelungenlied, The.
Demosthenes.	Omar Khayyâm.
De Quincey.	Ovid.
Dickens.	Petrarch.
Dryden.	Plato.
Elliot (George).	Plutarch.
Emerson.	Polo (Marco).
Epictetus.	Pope.
Erasmus.	Sappho.
Euripides.	Schiller.
Federalist, The.	Scott.
Fielding.	Shakespeare.
Franklin.	Shelley.
Froissart.	Sidney.
Gibbon.	Sophocles.
Goethe.	Spenser.
Goldsmith.	Swift.
Gray.	Tacitus.
Hawthorne.	Tasso.
Heine.	Tennyson.
Herodotus.	Thackeray.
Holmes.	Theocritus.
Homer.	Thucydides.
Horace.	Virgil.
Hugo.	Walton.
Johnson.	Wordsworth.
Jonson.	Xenophon.

### Country Libraries: How Shall We Make Them More Useful ?\*

Two of the chief questions in any gathering of librarians are, "How shall we increase the usefulness of the library?" and "How shall we go to work to get people to read?"

\*Reprinted from "The Outlook."

An indispensable requisite is to have a librarian who is fitted for the position, who not only knows books and loves them, but who has tact, adaptiveness, and a personal interest in the patrons. Such a librarian can do more to form and cultivate a taste for good literature than can be accomplished in any other way.

She should first become acquainted with the mental capacity and requirements of the readers (it is assumed that the librarian is a woman); then she can soon find out if one has a preference for travel, or biography, or history, or fiction, or no preference at all. When that is once ascertained, she is sure of her ground, and can do a great work in diverting the interest from a poor class of books to those of a higher quality.

There is almost no limit to the educating power of a library if intelligently used.

There are always people who call for books by their title without having any idea what they are. To such the tactful librarian can easily say, "You will like this better," and hand them something that will be more suitable. Many young persons are too fond of fiction; she can, in a quiet way, prevail upon them to take books more for their advantage.

And here it is proper to say that if parents would co-operate with the conscientious librarian, there would be less danger of children growing up with a taste for trashy, sensational stories.

There is a popular fallacy that a librarian has not much to do but to pass books over the counter, make a record of them, and read all the new publications. "You have such a good opportunity to read, you have so much leisure," is often heard. There could not possibly be a greater mistake. The right kind of librarian finds the time more than filled in library hours, and, if faithful and devoted, does a large amount of labor that is not taken into account.

Dr. S. Weir Mitchell says: "The reader is born, not made; you cannot help the others." To a certain extent this is true. Those who are born with a love for books *will* read. The library may be miles away, but they are regular visitors; while others

within a stone's throw never enter its doors. Yet there are some who may be induced to read. Often a new and popular book which every one is talking about, like "David Harum," is the means of giving them a start. The chances are that when they return it they will ask if you have something equally interesting, or, as they phrase it, "as good as that was." The librarian should always be on the alert to call the attention of these infrequent readers to books she is sure they cannot help liking. After a time the selection is left wholly to her, with the oft-repeated remark, "You know what I want; you hit me every time." Many a person has been led along in this way, and has become a constant reader.

The library whose work is best known to me is in a small country town, but is exceptionally large for the place, containing about 7,500 hundred volumes, and is noted for its choice selection. It is steadily doing good work.

Some of the methods adopted to increase its usefulness may be given in a few paragraphs.

A fact worthy of note is that purchases are made frequently. This has been the policy from the first. It gives better satisfaction to buy twenty-five or thirty volumes at a time than to spend the annual allowance or appropriation in one order.

The books are almost invariably recent publications; a fair proportion in the different departments, fiction, biography, history, travel, poetry, etc., is always maintained. It is needless, perhaps, to say that the greatest pains is taken to keep up a high standard. This course is appreciated by the best patrons of the library, and they are on the lookout for new books and expect to find them at an early date. Everything practicable is done to anticipate the special wants of the townspeople. For example, when electric lights and a system of water-works were introduced, books on those subjects were immediately ordered and brought to the notice of those most interested.

Very soon the librarian was often asked on the street, "Have you any more new books on electricity or telephones?" and heard the gratifying assurance, "That 'Sanitary Engineering' you gave me was the best

book I ever read. I want Mr. ——— to read it."

When several new houses were to be erected, such books as "Inexpensive Homes," "How to Build a Home," etc., were bought, and the builders availed themselves of them and passed the word on.

When the librarian found that certain men cared especially for "railroad stories," "The Story of the Mine," and books of that character, she kept in mind their preference.

Every year, after the topics of the International Sunday-school Lessons are known, helpful books are ordered, and a list of what the library contains that will be of value to Bible students is published in the local paper.

This suggests another feature—using press bulletins. This has been done for three or four years. In addition to giving lists of accessions, bulletins have been made as circumstances called for them. When the Queen's Jubilee was observed, books relating to Her Majesty furnished material for one; the trouble with Spain brought out another; the South African war another. In the spring there are bulletins of books on birds, on wild flowers, and on out-of-door life, such as those of John Burroughs, Thoreau, and others.

Sometimes new books for boys, or girls, or the little folks, or for teachers, are catalogued in this way. These bulletins, often accompanied by explanatory notes, have increased the circulation.

Like all country towns, this one has its local societies, all of which have literary exercises of some sort. When one of them made a "specialty" of Washington, all the biographies of the "Father of His Country" were in such demand that for weeks there was not one remaining on the shelves. The same was true when they discussed Forestry, Good Roads, Trusts, Civil Service, the Temperance Question, etc.

Every effort is made to keep in touch with all students, who are not only encouraged but urged to avail themselves of the ample resources awaiting them.

The clergymen of the place have unconsciously been the agencies in giving wide circulation to religious books. As an illustration: the librarian gave to one of them

Dr. Van Dyke's "The Gospel for a World of Sin," as something he would like to read, and to another Hepworth's "Hiram Golf's Religion," with the result that the two men referred to them from the pulpit on the following Sunday, and there was immediately a great call for those books from the members of the congregations.

Again, the mere fact of proffering some book to a chance visitor has introduced it to a whole neighborhood. People tell one another about books they like, talk them over, excite their curiosity; that has been the case with "Oom Paul's People," "The End of an Era," and many others.

Notwithstanding the utmost efforts to encourage the habit of reading, it was thought that the sure method for the future was to begin with the children, and do work that would not fail to tell on the next generation. Accordingly, within the last year, a cabinet containing a given number of books has been sent to each district in town for the use of the schools. The selection is carefully made with reference to the age, sex, and needs of the pupils.

MARY BARTLETT HARRIS.

### Deceased Authors, 1895-1900.

Through the kindness of Miss Blanchard of the Concord Public Library the library commission are able to give below a list of the American and foreign authors of prominence who have died during the past six years. While it is not claimed that the list is complete, an effort has been made to make it as nearly so as possible, and it is believed that it will prove interesting and valuable to both librarians and the patrons of libraries:

#### American, 1895.

Badeau, Adam.  
Bates, Clara Doty.  
Boyesen, Hjalmar Hijorth.  
Hoyt, Jehiel Keelar.  
Lanman, Charles.  
Perkins, William Rufus.  
Thomas, William Henry.  
Upham, Francis William.  
Walker, Charles L.  
Walsh, Robert F.

Webb, Frances Isabel Currie.  
 Willett, William Marinus.  
 Williams, Charles Frederick.

**Foreign, 1895.**

Alexander, Mrs. Cecil Frances Humphrey.  
 Arndt, Wilhelm.  
 Bennett, William Cox.  
 Blackie, John Stuart.  
 Brot, Charles Alphonse.  
 Cantri, Cesare.  
 Gates, William Leist Readwin.  
 Collett, Mrs. Jacobine Camilla Wergeland.  
 Craik, Georgiana. *See* May.  
 Cundall, Joseph.  
 Doucet, Camille.  
 Dumas, Alexandre.  
 Everett-Green, Mrs. Mary Ann (Wood).  
 Faithfull, Emily.  
 Fitzpatrick, William John.  
 Fonblanque, Edward Barrington.  
 Freytag, Gustav.  
 Geffroy, Mathieu Auguste.  
 Hake, Thomas Gordon.  
 Krestowsky, M.  
 Locker-Lamson, Fredrick.  
 Martha, Benjamin Constant.  
 May, Mrs. Georgiana Marion Craik.  
 Meredith, Mrs. Louisa Ann (Twomley).  
 Reeve, Henry.  
 Sainsbury, William Noel.  
 Saunders, John.  
 Seeley, Sir John Robert.  
 Sime, James.  
 Spender, Mrs. Lilian (Hendland).  
 Stepniak, Sergius Michael Dragomanoff.  
 Stevenson, Joseph.  
 Sybel, Henrich von.  
 Toulmin, Camilla.  
 Troilet, Marie.  
 Villers-Stuart, Henry Windsor.  
 Warren, John Byrne Leicester.

**American, 1896.**

Carpenter, William.  
 Clafin, Mary Bucklin.  
 Coffin, Charles Carleton.  
 Dorsey, Anna Hanson.  
 Field, Kate.  
 Gibson, William Hamilton.  
 King, Edward.  
 Knox, Thomas Wallace.  
 Nicholson, Eliza Jane.  
 Nye, Edgar Wilson.  
 Perry, Nora.

Smith, Joseph Edwards Adams.  
 Tuckerman, Charles Keating.  
 Weidmeyer, John William.

**Foreign, 1896.**

Aurène, Paul.  
 Blind, Mathilde.  
 Deus, João de.  
 Goncourt, Edmond Huot de.  
 Houssaye, Arsène.  
 Patmore, Coventry Kearsey Deighton.  
 Roquette, Otto.  
 Treischkle, Heinrich von.  
 Verlaine, Paul.  
 Wilde, Jane Francesca Elgee (Lady).

**American, 1897.**

Baker, William Spohn.  
 Dallas, Mary Kyle.  
 Headley, Joel Tyler.  
 Holley, George Washington.  
 Preston, Margaret Junkin.  
 Rollins, Alice Wellington.  
 Thompson, Daniel Greenleaf.

**Foreign, 1897.**

Barckhardt, Jakob.  
 Cavalcaselle, Giovanni Battista.  
 Falke, Jacob.  
 Godfrey, G. W.  
 Hewlett, Henry Gay.  
 Joergensen, Adolf Ditley.  
 Meilhac, Henri.  
 Oliphant, Mrs. Margaret.  
 Palgrave, Francis Turner.  
 Wattenbach, Wilhelm.

**American, 1898.**

Canover, George S.  
 Conrad, William F.  
 Dahlgren, Madeline Vinton.  
 Davis, Margaret Ellen O'Brien.  
 Davis, Varina Anne Jefferson.  
 Elliot, Samuel.  
 Emerson, Jessie Milton.  
 Fay, Thomas Sedgwick.  
 Halsey, Harlan Page.  
 Howard, Blanche Willis.  
 Lathrop, George Parsons.  
 Mallon, Isabel Allerdice.  
 Massett, Stephen.  
 Pool, Maria Louise.  
 Putnam, Mrs. Mary Traill Spence.  
 Roosevelt, Blanche.  
 Scanlan, William James.

Sharpe, Frieda Stevenson.  
Thayer, William Makepeace.  
Warren, Nathan Boughton.  
Washington, Ella Bassett.

#### Foreign, 1898.

Barrow, John.  
Black, William.  
Clark, Mary Victoria Cowden.  
Dowling, Richard.  
Fabre, Ferdinand.  
Fontane, Theodor.  
Gilbert, Sir John Thomas.  
Kingsford, William.  
Markay, George Eric.  
Mallarmé, Stephane.  
Payn, James.  
Tavastsjerna, Carl August.  
Tennyson, Frederick.  
Williams, Pierre.

#### American, 1899.

Alger, Horatio.  
Butterfield, Consul Willshire.  
Conant, Mrs. Helen Stevens.  
Howarth, Mrs. Ellen Clementine.  
Mace, Mrs. Frances (Saughton).  
McLellan, Isaac.  
McMillan, Duncan Cameron.  
Magill, Mary Tucker.  
Moore, Clara Jessup.  
Reed, Alonzo.  
Savage, Philip Henry.  
Shepard, Elizabeth G.  
Southworth, Mrs. E. D. N.  
Stillé, Charles Janeway.  
Waterston, Mrs. Anne Cabot Lowell.

#### Foreign, 1899.

Allen, Charles Grant Blairfindie.  
Büchner, Ludwig.  
Bunce, John Thackeray.  
Busch, Moritz.  
Cowin-Kronkowsiki, Pierre.  
Ennery, Adolphe Philippe.  
Erckmann, Emile.  
Fruin, Robert.  
Greenbank, Henry Hewetson.  
Groth, Klaus.  
Hamilton, Walter.  
Hennell, Sara Sophia.  
Jones, Henry (Cavendish).  
Lampman, Archibald.  
Leathley, Mrs. Mary E. S.  
Marshall, Mrs. Emma (Martin).

Milloecker, Karl.  
Nisbet, John Ferguson.  
Pailleron, Edouard J. H.  
Polko, Elise.  
Price, Sir Rose Lambert.  
Roberts, Sir Randal Howland.  
Wakeman, Henry Offley.

#### 1900.

Blackmore, Richard D. (England.)  
Cook, Clarence.  
Coues, Elliott.  
Crane, Stephen.  
Cushing, Frank H.  
Davidson, Prof. Thomas.  
Forbes, Archibald.  
Gerard, James W.  
Grosvenor, Col. Wm. Mason (finance).  
Martineau, James.  
Muller, Prof. Max.  
Richardson, Mrs. Abby Sage.  
Ridpath, John Clark.  
Ruskin, John.  
Stevens, George W.  
Storrs, Richard W.  
Warner, Charles Dudley.  
Wilde, Oscar.

### New Hampshire Library Association.

The annual meeting of the New Hampshire Library Association was held in Dover on January 30, 1901. The morning session was devoted to business, and resulted in the election of the following officers for the ensuing year:

President, Miss Grace Blanchard, Concord; vice-presidents, C. Edward Wright, Whitefield, and Miss Harriet Crombie, Nashua; secretary, Herbert W. Denio, Concord; treasurer, Miss Bessie Parker, Dover.

In the afternoon the visiting librarians, notebooks in hand, examined the different departments of the Dover Public Library. The methods employed by the librarian, Miss Caroline H. Garland, are well known to be original and adequate.

The atmosphere of a Library "At Home" was further carried out by the serving of tea in the trustees' room, where a table was most invitingly set forth.

The association will doubtless hold a summer meeting in some attractive locality, and solicits all library workers in the state to become active members.

BULLETIN  
OF THE  
**NEW HAMPSHIRE**  
**LIBRARY COMMISSION**

NEW  
SERIES.]

CONCORD, N. H., JUNE, 1901.

[VOLUME II.  
NUMBER 2.]

**BOARD OF LIBRARY COMMISSIONERS.**

GEORGE T. CRUFT,	Bethlehem.
HOSEA W. PARKER,	Claremont.
JAMES F. BRENNAN,	Peterborough.
ARTHUR H. CHASE, <i>Secretary</i> ,	Concord.

In accordance with the vote of the town of Bridgewater at its March meeting a free public library has been established in that town, and the library commission has sent to it one hundred dollars' worth of books, as provided by the state law. Bridgewater had been accumulating a library fund since 1895, and with wise judgment decided to reap the benefits to be derived therefrom and from the generous offer of the state. Similar action should be seriously considered by the few remaining towns that have not as yet taken advantage of the inducements held out to them by the state. Communities can ill afford to disregard these inducements when the great benefits to be derived from them, as shown by the results in most of our towns, are intelligently considered.

The special attention of trustees and librarians is called to the list of the "Best fifty books of 1900 for a village library," which is reprinted this month from the "Library Journal" of April, 1901. This list is prepared under the direction of the New York State Library, from the judgment of

the leading librarians of the country, and it is safe to assert that it is the best possible list from which to select new books. Library officials will do well to carefully consider it in making out their lists of new purchases.

The commission print in this issue an article offering to the ministers of our state special advantages in borrowing books from the General Theological Library of Boston through the public libraries of our state. Librarians are urged to call the attention of ministers in their community to the article, and with them to carefully consider the desirability of taking advantage of its terms. It is a proposition in which there is nothing to lose and everything to gain for both library and minister. If once accepted it is believed all parties would be very loth to give up its benefits. The commission hope that the proposition will be generally accepted. They would appreciate it if libraries accepting it would notify the secretary, so that a record thereof may be kept.

**Some Office Suggestions for Small Libraries.**

One may justly assume that libraries, and their librarians, will be concerned, first, with books, pamphlets, and periodicals, and second, as to a place in which to keep and make them useful. Yet that is not the whole story, by any means; and, in order to

rightly carry on the work of a library and do justice to the many-sided demands upon it, some knowledge and application of business and labor-saving methods are equally desirable. Such fact is common to all libraries (differing merely in extent, in proportion to their size), although the limitation in resources and consequent demands of economy may be more urgently felt, perhaps, by the smaller ones. It is to the latter, then, that the following suggestions, drawn from experience in both business and library life, may prove of most interest and possible service.

#### CORRESPONDENCE FILING.

Letters and written orders are essential features, whether they be in regard to books, supplies, or the getting and giving of information. Ease of preservation and readiness in reference thereto would be facilitated if everybody used a similar size of paper and envelopes. But since they do not, and probably never will, it is best to adopt some form of filing that can be adjusted to all variations and yet admit of placing and finding the different papers and material with the least amount of labor.

To that end several methods can be used with more or less satisfaction, according to one's circumstances or "personal equation." There are occasional people, for instance, who desire to preserve all letters received by them in the original envelopes, partly for sake of the story told by the sundry postmarks on face and back, and partly because averse to what may seem the extra trouble of doing anything more.

Such inclinations may be served, and the correspondence still kept in a convenient manner, by the following plan: Indicate the name of the writer of each letter on the upper left-hand face of its envelope, near the top edge (surname first, like the index heading on a catalogue card, or names in a directory); then file the respective envelopes (with their enclosures) in a suitable box or drawer, in order of names and dates, one behind the other, like cards in a catalogue. For that purpose the boxes in which the usual No. 6½ or No. 7 commercial envelopes are put up for sale (250 or 500 in each) will be found convenient and inexpensive. Empty boxes of that kind can usually be

had at stationery or book stores for the asking, in case one does not get enough of such with the customary buying of envelopes in quantities. Those occasional letters that are received in envelopes longer than No. 6½ can be treated in the same manner as the shorter ones so far as entry of index name is concerned; merely folding back their right-hand end or bending same around the shorter letters that stand just behind them.

But, unless the correspondence is tolerably light and infrequent (say, not exceeding one letter a day), it will be found preferable to discard the envelopes and open the enclosures out flatwise. By so doing it becomes easy to make use of either of two simple and not costly devices commonly in the market. One of these is a wooden file box of letter-sheet dimensions, retailing at about twenty-five cents each, and provided with from twenty to twenty-six dividing sheets of paper lettered alphabetically from A to Z, between which to place the letters received according to the surname initials of the writers. Such a box will hold from 250 to 300 letters; can be placed on shelf or desk, standing on end, or lying flat; and when entirely full, say once a year or so, the contents may be left on file therein or else taken out and put away in a bundle and the box used over again in like manner. The other inexpensive device is a bellows-like file of strong paper, divided by twenty-five alphabetical partitions, intended to be used in very much the same manner as the file-box already mentioned. When filled to repletion it may hold from 750 to 900 letter sheets, and form a convenient package in which to store them away if not too frequently wanted for reference.

Both the foregoing articles are akin to the more substantial and elaborate filing drawers, placed in cabinets, that have been so greatly developed of late years and constitute acceptable methods for large offices dealing with extensive correspondence. For even those purposes, however, a change in method has latterly been growing in favor, resulting in what may be called an expansive, vertical arrangement, as contrasted with the use of many drawers and the flatwise placing of letters, bills, and like documents therein.

This vertical method consists mainly in placing each letter sheet on edge, along with those previously received from the same correspondent, in some consecutive group behind a guide card, or thin board partition. Each guide or partition is marked with an indicating name or number, according as an alphabetical or numerical filing system is adopted. If, in addition, a copy of each answer is made on a separate sheet (either by carbon manifold process or by letter-press copying) and attached to the respective letter, then there may be readily found together the entire correspondence, letters and answers, to or from any person. The whole series being placed in special drawers, measuring some ten by twelve inches inside and of corresponding length, as a result quick filing and ease in consultation are secured.

For a library, the correspondence of which is apt to be carried on with but a moderate number of persons or firms, and may vary in extent from one to half a dozen items a day, a modification of the vertical filing method will be found very serviceable and can be put into use with but a moderate expenditure of time or money. Bear in mind, however, that "letter-sheets" may be 8x10, 8x10½, 8½x11, or, exceptionally, 9x12 inches in size, according to the dimensions of the "flat paper" from which originally cut. Yet the more common and commercially standard "letter" size is of 8½x11 inches, or a quarter sheet of "folio"; and the majority of all letters are written on paper of that size. A "note" sheet is presumably one half of letter-sheet size; but may vary in its proper dimensions, one way or the other, to suit the notions of dealers and customers.

By folding all regular folio-sheet letters of 8½x11 inches into their half, or correct note-sheet size (5½x8½ inches), and other sheets to correspond therewith, there will result a convenient size for the vertical filing that is now suggested. The same size, too, will readily include such items as are written on note paper; while a letter sheet once folded is easier to handle and less limp than when fully extended and open.

For holding the files there should be a box or drawer not less than 6 inches deep,

9 or 10 inches wide, and of suitable or convenient length. Then prepare "guide cards" of size equal to about the cross-section of the inside box measurement, or say 6x9 inches; each guide card to have lettered or written thereon, at the upper left-hand corner near its top edge, the name of the person or firm whose correspondence, to or from, is to be filed just behind the card.

The guides being half an inch or so wider than the respective folded letter sheets, or full width note sheets, to be placed behind them, they will project at the top edge sufficiently to make the index name easily readable. Such guide cards can be cut to order by a job printer from manila tag-board; or otherwise, from almost any blank stock usually carried that will serve the purpose, provided it possesses reasonable strength and wearing quality, so as to endure handling, and preference being given to such as will bear writing in ink.

As a matter of further economy, and by means of a little care in saving and selecting from the best portfolio envelopes that come to hand through the mails enclosing pamphlets or circulars, one can often improvise fairly serviceable guides without any money expenditure. This suggestion raises the question, why not put the letters inside the envelopes themselves, and so let the envelopes act as both guide and holder? That very thing has been and can be done to more or less advantage, so long as the number of pieces of paper from one correspondent are not too numerous. But, as a matter of fact, it entails extra labor to put in and take them out, and gives practically no better results than the open filing behind the guide cards, which is perfectly expansive and admits of every case in operation.

It is desirable to retain a copy of each letter, or order, sent; such copy to be filed in the same manner as a letter received. If a copy of that which begins the correspondence on any subject, attach it to or fold it in with the answer received; if the correspondence is begun by a letter received, then note on the back of it, or place with such letter, a copy of the answer. To attach one to the other, by paste or mucilage at the top edge, is but a moment's work, and



makes certain their remaining together; and thus the originals or copies of all letters, etc., received or sent, will be filed in one series.

#### AS TO PAMPHLETS AND REFERENCE LISTS.

It may be remarked, in passing, that as the average pamphlet is about 6x9 inches in size, sometimes a little larger and sometimes a little smaller, a similar method may be applied to them; so that, by placing each on its back edge in drawers between guide cards, they can be stored closely, kept in good condition, and ready of access. So, too, reference lists, or notes on various topics, can be made on either note sheet or letter paper and filed in like manner behind the similar sized guide cards, as recommended for correspondence.

In all cases it will be well to place, in a uniform manner and position easiest to be seen, on each sheet of paper that is to be filed (whether it be a letter, an order, a reference list, or a circular), some one key-word or more to indicate its filing place or heading. Doing this will not only make the first filing easier, but also assist in its being returned to the right place afterwards, when taken out for use or reference.

#### PRESERVATION OF CLIPPINGS AND READING NOTES.

Having gone into some details relative to the economical filing of library correspondence, it may not be out of place to mention a kindred method of dealing with newspaper clippings, and notes of one's reading, by which those small and yet useful items can be kept conveniently ready for such service as they may afford.

The method recommended, in brief, is to fold all clippings to a little less than five inches in length and place them, thus folded, on edge behind suitable guide cards bearing on their face, at upper left-hand corner, index, or topic name or words; said guide cards to be of the same size as the standard catalogue card commonly in use in libraries (7.5x12.5 cm., or scant 3x5 inches), but made from plain, unruled, and less costly material, as well as unpunched. They can be cut to order by a job printer or binder, from a fair quality of manila tag, or from bristol board; or, sometimes, at still less expense, from waste pieces of cardboard or heavy ledger paper left over from other jobs, in case the shop has such.

The cards in use as guides, with the folded clippings filed consecutively in the order of subjects behind them, may be kept in boxes of either wood or pasteboard; or in regular catalogue or other drawers of suitable dimensions, if such are at command for the purpose. Almost every drygoods or general store throws away, now and then, empty boxes of various kinds and sizes, among which, by a little painstaking, may be found some that will be suitable for this use and can thus be had for the asking and search. Manufacturers of cigar boxes will also make to order boxes of that same stuff, to any desired size and excellent for this purpose, at a moderate cost.

Notes of one's reading, or topical references of one kind and another, may be made on slips of uniform size to match the cards (or even on larger ones to be folded to that size), and filed behind the guide cards in like manner with the clippings; so that, with an occasional bit of work at times, the final result is a well arranged and accessible encyclopedia of references and clippings that becomes more and more helpful as it grows in extent.

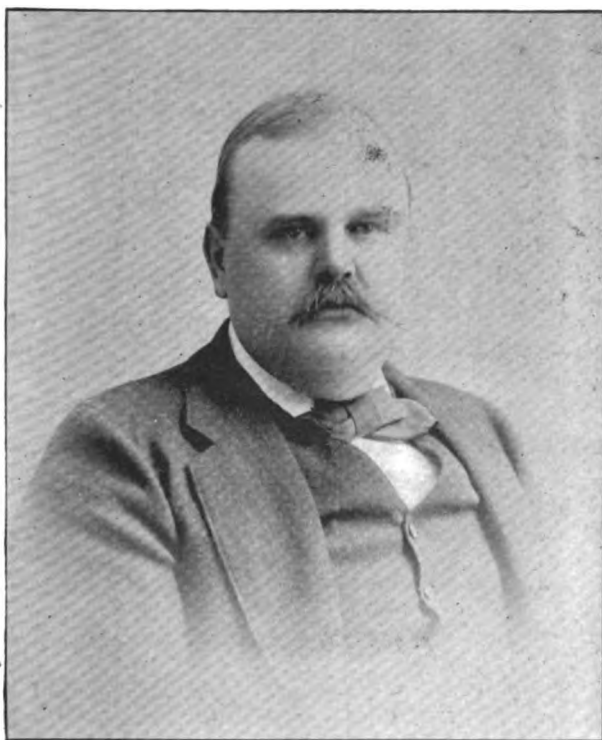
HENRY J. CARR.

Scranton (Pa.) Public Library,  
May, 1901.

#### Edward Harrison Gilman.

The March number of the BULLETIN announced the sudden and totally unexpected death of Col. Edward H. Gilman, chairman of the State Library Commission. So short was the interval between his departure and the day of publication that his late associates could only make a brief expression of their two-fold loss of a wise official and a much loved friend. Writing while the first shock of bereavement had lost none of its force, they lacked both time and calmness for expanding their heartfelt tribute to a friend into an unimpassioned review of his many-sided career. Under the circumstances, postponement of the task could not be avoided, but the man was so much to New Hampshire, as well as to the commission, as to demand an early portrayal of his life and manifold public services.

He was born in Exeter, May 13, 1855, and was the second son of Joseph Taylor and Mary E. (Gray) Gilman. He had the mis-



COL. EDWARD HARRISON GILMAN.



fortune to lose his father while a boy of seven years and grew up under his mother's care until about twelve, when she became the wife of the late Charles H., afterward Governor, Bell. Between the youth and his stepfather good feeling, speedily developing into warm affection, existed from the first, and remained undiminished when the governor died in 1893.

After a preparatory education in the schools of his own town, and in seminaries in Maine and Massachusetts, young Gilman entered the Chandler Scientific School of Dartmouth College, finishing his course in 1876. He was not a close student of textbooks, though he maintained a very respectable rank, but all remarked his keen observation of men and events, and his sagacious generalizations from what he saw. A rare knowledge of human nature was his characteristic from the beginning. At the same time he was liked by all who knew him for his genial humor and happy disposition to make the best of everything. He was also keen in his enjoyment of athletic sports, and was specially noted as a football player.

A year subsequent to his graduation was passed in European travel with Governor and Mrs. Bell and other members of the family. In 1879 he entered the employ of the Boston & Albany Railroad, with headquarters in Albany. This position he retained until 1882, when he became a dealer in mill supplies in Boston. Success so attended his business that he attracted the attention of the Sawyers, large manufacturers of cloths at Dover, and finally to his engagement as their confidential agent. In 1887 he became treasurer and afterward manager of the Somersworth Machine Company at Dover. He was the warm personal friend as well as valued agent of Governor Sawyer and his family. While still in the employ of the Sawyers Mr. Gilman was specially sought by the Hon. Frank Jones, who wished for his business skill in the reorganization of the Laconia Car Company. Mr. Gilman became treasurer of the company, a position which he held at the time of his death, having his office in Boston, but keeping up, at personal inconvenience, his residence in Exeter, for his town and state had no more loyal son.

As a politician, Colonel Gilman was as suc-

cessful as in business. In 1881-82 he served on the staff of Governor Bell, thus gaining the military title by which he was best known. In this capacity he was present at the centennial of the surrender of Yorktown. In 1884 he was elected to the legislature, in 1886 to the senate, and in 1888 was a delegate to the Republican national convention which nominated Harrison and Morton. He was a member of Governor Busiel's council in 1895-96, and in these years was urged by many to be a candidate for governor. Between October, 1895, and February, 1896, he circumnavigated the globe. Just before he sailed from Vancouver, on the steamer *Empress of India*, he received unmistakable notification that he would have a strong following would he but accept the nomination. The offer was a tempting one. He had held all the legislative offices in the state's bestowal, and he would have specially liked to take the seat which his great-uncle, John Taylor Gilman, occupied for fourteen years, a longer term than any other governor before or since. He restrained his ambition for two excellent reasons: First, a reluctance to break up his satisfactory business relations; and second, because he knew that the late George A. Ramsdell felt that the nomination belonged to him, having been encouraged by many in that conviction. Colonel Gilman could not think it quite right or kind to allow his own claims to be pushed, and in this conviction spoke freely to a fellow voyager and townsman, and gave a negative reply to the leading citizens of Exeter, who entertained him at a banquet on his return and urged his consent to be a candidate.

Colonel Gilman had been connected with the Library Commission since 1892. He had certain marked qualifications for the position, partly gained from his experience as one of the managing committee of the Exeter Public Library, partly from the example of that eminent bibliophile, Governor Bell, but largely and naturally from his inborn capacity. As we have said, he was not a text-book student when in college, but he rose above routine and had a wide acquaintance in various literary fields. Had he made book buying his main business he would have won reputation. Following it

mainly as a pastime, he had collected a library abounding in rare New Hampshire publications. In Exeter imprints and one or two other specialties he used to say good-humoredly that he had volumes in which the governor's famous library was wanting. Nor was it in books alone in which New Hampshire held a leading place. He loved her seaside and especially her mountains and lakes, and the summer before his death had completed a country house on the shore of Connecticut lake.

Colonel Gilman married, December 7, 1882, Miss Jennie L. Crosby, daughter of the late Dr. Albert Crosby, and immediately took up his abode in a new house, which he had built in Exeter, and provided with every attraction that architectural skill and refined taste could devise. Besides a widow, he has left an only son, Joseph Taylor Gilman, now in his eighteenth year. His mother, Mrs. Bell, and brother, Mr. Daniel Gilman, and sister, Miss Mary L. Gilman, are the other surviving near relatives.

His death was sudden and unexpected by the majority of those who knew him. Yet those nearest to him feared that an attack of illness a few months earlier, which might be a light stroke of paralysis or might be a disturbance from other causes, was ominous. It made them anxious, especially because he did not seem to regain his strength as one would expect after a merely temporary indisposition. The blow fell at last with appalling suddenness and violence. Shock followed shock on March 18, and before two hours of the 19th had passed he was no more.

Universal sympathy was expressed, not only at home but in telegrams and letters from many localities, and in the public journals. Its depth and genuineness were illustrated by the very large attendance on his funeral, though the day was stormy. Many distinguished persons from abroad were present, including representatives of the Masonic order, of which he was a member, and the floral offerings have rarely been equaled in number, natural beauty, and exquisite taste. The service was very simple, just as he would have had it had he ordered it when alive. The Rev. Edward Green of the Unitarian church, Exeter, officiated, and besides the accustomed prayer

and Scripture reading, read "He that died at Azan," one of the last poems read by Colonel Gilman to his wife.

Those who knew Colonel Gilman personally will require no portrayal of his physical or mental characteristics. To those who were not of his acquaintance it can only be said that he was of large frame and generous weight, of sunny countenance, courteous to all, and possessed, moreover, of that rare magnetism which makes for one friends in all quarters, and, better still, retains them by unflinching geniality. Though cut off in what is called middle life, Edward Gilman may be reckoned as having lived long, for few septuagenarians have been active in so many diversified departments. He attracted acquaintances everywhere. Not many men were so well known in New Hampshire and the neighboring states, and when a passenger on an English steamer traversing the Pacific he knew every officer and passenger in a few days, and chiefly by English votes was elected to preside over a social function held by the passengers in the cabin. Had he survived a few years longer and consented to lay aside business for office, both his many friends, and politicians mainly anxious to nominate an "available" man, would have united enthusiastically in his support. All this would have happened without any bargaining on his part, for as a magnetized hammer picks up tacks, so he never failed to gather friends around him. and what was true of his past would naturally have been true of his future. It is needless, however, to speculate concerning what can never occur. He survives only in memory, but in that memory, whether it belongs to a relative, a near friend, or a casual acquaintance, he will ever hold a prominent and cherished place.

J. T. PERRY.

### Rural House-to-House Delivery of Books.

A public library book does no good until it gets to somebody. The best book in the world is no good in the world if nobody in the world reads it. Perhaps the first commandment of a public library is, "Get books." But the second commandment is equally binding, "Get them read." To get

books read the books must be got to the people, and this, it seems to me, is the great library problem of the present.

In the cities it is probable that enough people can be found to make a house-to-house delivery possible at the rate of two cents a book, or five cents a week, or some other equitable charge. A plan of this sort has already been instituted in Springfield, Mass., and we are about to make a similar attempt in Somerville. It is a trifle doubtful, however, if a system of this sort would be paid for directly by the people themselves in country towns. But in country towns exist the communities where some such system is most needed. This need being apparent the inventive shrewdness of the library world ought to devise ways and means of carrying it into execution.

In many of the country towns of New Hampshire libraries have already been founded by wealthy natives who have been proud to thus endow the towns of their birth. But the supply of these wealthy natives has not been exhausted, and the indications are that they are a tribe that will increase rather than decrease in the future. Let these wealthy native sons be encouraged to give money for the purpose of a free delivery of books. A small sum will go a great way in a small town for this purpose. The income of ten thousand dollars expended for this purpose in a town where a library is already established would do as much good as the original ten thousand dollars given for the establishment of the library. The three or four hundred families of a town, by hitching up their teams and travelling to and from the library for their books, would expend as much time and labor in one day as a single man with a team would expend in a whole year in making semi-weekly delivery of books to all the families of the town. Here is an immense waste of time and labor that might be saved; but as the inhabitants of farming communities are usually willing to spend a vast amount of time rather than an infinitesimal amount of money, it is probable that the people themselves would not establish this system of house-to-house delivery by voluntary contributions.

So, if no rich native son can be found to endow such an enterprise, other ways and

means may possibly be discovered. I believe that the "Old Home Week" should be practically utilized for such purposes. When the wandering sons and daughters go home each summer to their native towns ordinary Yankee shrewdness would dictate that they should be induced to contribute something more substantial than reminiscences and kindly sentiment toward the welfare of the town. Let them be influenced to contribute according to their means for the establishment of a free delivery of the town's books. A small contribution from each returning son and daughter would solve the problem, at least for one year; and if the experiment is tried for one year I am sure it would never be allowed to lapse.

There are great possibilities for the "Old Home Week" idea. But there is a collateral and supplementary movement which I am confident has even greater possibilities. This is the "New Home Week" idea. The town of Candia, N. H., has already organized this movement with great success. A "New Home Week" is observed in Boston in the winter, just as the "Old Home Week" is observed in Candia in the summer. During this "New Home Week" the people who still live in Candia visit their friends and relatives who have moved away from Candia and live in Boston and vicinity. A great many came the present year in February, and the first annual dinner, held at the Revere House, Boston, was attended by upwards of one hundred and twenty Candia residents and Candia sons and daughters. I am sure that similar movements might be started by almost every New Hampshire town. Now these "New Home Week" gatherings should not be allowed to entirely expend themselves in a flow of oratory and the eating of a banquet. Some practical benefit for the old town should be accomplished each year. What better thing could be done than the raising of sufficient funds for the free delivery of library books? In this way a man need not be a millionaire in order to materially help his native town.

But it is always easier to raise money indirectly than directly. Almost any town could select a sufficient number of its sons and daughters who have attained to eminence in their various callings, to give a course of lectures and entertainments that

would net enough money to pay for the free delivery of the town's library books for a year. Let all the enterprising New Hampshire towns give such a series of entertainments each year, charging twenty-five cents admission for everybody. Let it draft for these services the eminent clergyman who has made his mark in the metropolis but who was once one of the barefoot boys of the town; call home the statesman from congress; let the native author give an evening of readings from his own works; let the great singer come home from her triumphs to sing before the friends of her youth in the home of her childhood; let the musician whose boyhood friends despised him for a dreamer come back with the triumphs of metropolitan applause ringing in his ears. They would all be glad and proud to do it. All towns have such sons. Draft them—they will be glad to be drafted—and expend the money they earn for you in establishing a free delivery of books. There would be nothing you could do that would tend to train up another race of sons as great as those who have already gone forth from your borders.

There is a growing fear that the rural districts of New Hampshire are being rapidly appropriated by foreigners, and that the sturdy native race that made New England great is being supplanted by an alien people, devoid of glorious traditions and without a conscious destiny. Now I have no fear of foreigners. We are all foreigners to somebody. I believe that no race can continue great that remains unmixed with other races, and that the great race of the future will be a composite one made up of many races. We cannot help the immigration of foreigners if we would. They are a condition and not a theory that confront us. They already swarm in our rural communities and will increase rather than decrease in the future. Let us assimilate and educate them. Nothing will do this like a free house-to-house delivery of books. I can conceive of no better good fortune which could possibly happen to New Hampshire than the gradual, general establishment of such a system. Let New Hampshire be the pioneer state in this movement.

SAM WALTER FOSS.

### Library Situation in Grafton County.

I do not know that there is much, if anything, that can be said of the library situation in this county that has not been said over and over again, and doubtless in a more effective and suggestive way than is possible with me. For I fancy that the library situation here is the same as elsewhere, where the lack of money seriously hampers the selection of books and securing a librarian. It would hardly be fair to say that the appropriations for books by the various towns and villages are niggardly. It is true, as in this town, that large sums of public money are continually being squandered upon matters of very much less importance to the people than the library. But taken all in all the appropriations are fairly generous, and the increase each year is probably as large as we ought to expect, if not as large as we would wish; for in measuring what is being done in this matter of library appropriations we have to consider that in spite of our boast of country-wide intelligence there is, especially in our rural districts, a serious, shall I not say, a stubborn lack of interest in educational affairs. Take our school election as an illustration. Not one in twenty have interest enough in it to remember the date, and hardly one in a hundred cares enough about the education of their children to be present at the election. People who are thus so plainly indifferent to the schooling of their children are not likely to have much interest in what they read or whether they read at all. People who cannot, or at least do not, see enough in our schools to interest them are not likely to discover the necessity or value of a library. I think, then, we have reason to be gratified and hopeful that in the face of this indifference the patronage and income of our libraries have increased, and do, I believe, increase from year to year.

But as the matter presents itself to me the question of support, great though it is, is by no means the greatest which the libraries have to face. The library is not a luxury, but a tremendous necessity. It is not for entertainment, but for instruction, and though I may run counter to some theories and much practice I am not afraid to hold that the business of the library is not to

gratify the *wants*, but to meet in an effective manner the *needs* of the people. As the school would cease to be of value if it was adapted to the whims of the children, and as the pulpit is delivered into the hands of the enemy when the preacher tries to please the people and cater to their endless and often senseless prejudices, so does the library become false to itself and to its work when it is managed to gratify the *tastes* of the people. I would like to emphasize, though I be found guilty of preaching, the difference between the *wants* and *needs* of people. A man addicted to the use of intoxicants *wants* them; he *needs* to let them alone. A person *wants* to read the trash, the intoxicants of literature; what he *needs*, what is necessary to his own welfare, is for him to read the wholesome, the holy, the best in literature. The work of the schools is ordered according to the intellectual needs of the pupils; whether the present ordering accomplishes this is another and oft disputed question. But what the pupils need to fit them for the duties and difficulties which the coming years will bring—that doubtless is the principle which underlies and inspires our school system, and the church which is most truly Christian has for its aim the moral welfare of man. It seeks to lead him, not according to his desires, but in a way—howsoever forbidding it seem to unfamiliar eyes—that ever opens into higher and holier manhood. The same law of higher usefulness and purpose touches the library. For if the library is to be of service to man, it must first, last, and always aim at the same goal. It must firmly ignore the foolish and harmful fancies, but it must ignore these only by steadfastness to a higher purpose—of giving to him what is most needful.

I realize I am treading on dangerous ground. I know that a great many people think that any and every book they want should be found in the public library. A gentleman, in arguing for an increased appropriation, said, "The library ought to have money enough to buy the new books which are being talked of everywhere, so that we can read them as well as any one else." There is, of course, a measure of reason in that, but there is also a danger. I believe that a library should be a depository of

books of every kind. No book is too good or too bad to be put into a library. Nothing pleases me better than to be able to go to a library and find whatever I may be in search of. But such a library we can have only where shelf-room and income are practically unlimited. The village library, especially, is confronted with the tremendous task of making a little money go a long way, of making a dollar serve where a hundred are needed. And the question comes, or should come, to the committee with whom rests the responsibility of spending this money, how can we spend this money so as best to fulfill the real and true purpose of this library? Note, I do not say that the question to be decided is how to spend the money so as to gratify the wants of the people, but to serve the best and highest interests of the people. The question the library must answer is, as I have pointed out, the question which church and school must answer,—how can the money at our disposal be spent so as to accomplish the greatest good to the greatest number of our people? This is not a religious question at all, but simply and solely a question of utility. In a country where the government is theoretically vested in the people, the intellectual and moral fiber of the individual is a matter of supreme concern. It is essential to the stability of a republic that its citizens shall be able to read and think soundly for themselves. Political corruption—our greatest foe—is the noxious spawn bred in the stagnant marshes of an ignorant citizenship. What we as a people have most to dread is not lack of patriotism but of intelligence. The library does not exist on the same level with the play-house—to amuse, to gratify the fancies of the moment, but to instruct, uplift, strengthen the people in clear thinking and high aspirations, and thus help to meet the needs of American citizenship. And how to achieve this must be the thought which guides the purchase of books for the library—especially must this thought press heavily upon library authorities where the amount of money to be spent is as limited as in our village districts.

This business of discrimination, of selection, was never so great and never so im-



portant as now. The books which come in an ever increasing stream from the presses of this and other countries are not all of a desirable or helpful character. No village library can begin to purchase all the "popular," all the "greatest American" novels of the day. The line must be drawn somewhere. Where? Ah, there's the rub! So varied are our likes and dislikes that one will praise to the very heavens such books as "To Have and to Hold," while another will condemn it to the lowest depths. To get on the side of safety some book committees rule "not to buy a book until it has been on the market a year, when from a new writer"—a rule good neither in theory nor practice, for old writers often put out much less worthy books than a new writer. Then, again, in our village libraries the book committee take it upon themselves to reject or admit books on the ground of their orthodox or heterodoxy. The library is made distinctively partisan on religious grounds. Books that are orthodox in their religion are readily purchased, while books that are unorthodox are ruled out. I know of a gentleman who went to a library and called for "The Reign of Law." The answer was, "We have it, but we do not allow it to circulate." I have in mind another instance. A novel—a comparatively recent novel—had been put into a library. It was decidedly unorthodox in its religious utterances, but morally high and strong, and suggestive withal, and the library authorities "regretted very much that it was in the library." I have noticed that it is a very common thing for our village library authorities to make it a point to guard the *system* of religion which they favor. They select a book, not on its merits, but on its orthodoxy. They spend their precious dollars on such stuff as "In His steps," "John King's question class," "The Elsie books," and other piously sentimental stuff, the only influence of which can be to weaken the intellect and morals of the people.

In purchasing books of reference in religious matters genuine scholarship is seldom considered. I have frequently asked our library authorities to purchase the non-partisan, scholarly, and interesting work, "Warfare of Science with Theology in Christendom," by Dr. White. But in vain. It

isn't orthodox enough. Now when the library authorities take this stand they are deliberately violating the trust placed in their hands. Public money has no right to be used to support or to hinder any system of religious thought. The library does not stand for the purpose of making converts to any church creed, but to put into the hands of the people the best, the most rational thought, and the books which lay bare the facts of life with the purpose of teaching us its secret. I lay stress upon this religious intolerance and partisanship in our village library authorities because it is one of the influences at work which hinders the true work of the library.

This matter of selection, then, is fraught with great difficulties because individual tastes and religious prejudices may so warp the judgment that inferior books will be admitted, and the finer, superior ones kept out. It is important, necessary in fact, to commit the work of buying books to men and women who love books so well that they can pass a just judgment as to their worth. Is a novel true to life? In delineating the events of life, actual or possible, does it make evil appear alien to human nature and therefore hateful in our sight? In leading the reader through the ever varying storms of passion, of evil and of good, does the novelist show with a masterly hand that goodness is natural to the soul, that clean manhood and womanhood alone are worthy? Then the book is a sound book, and the one to be read. Rule out the Sunday-school books every time, because the goodness in them is a namby-pambyism which makes the healthy soul sick, and makes the sound-hearted reader want to commit some devilry out of sheer disgust with such unearthly and, I truly hope, unheavenly goodness. If it is a book of religion, or science, or on similar matters, the test is not, does it accord with my prejudices, but does it touch the matter in hand with the one desire to state the truth as it is known? Then it is a book you want. If you have money enough to buy all books, so much the better, but even then a great responsibility remains with the librarian.

In this matter of libraries, I admit that I am but a layman, and consequently cannot speak as one having authority. But, never-

theless, I claim some interest in the work. The more I observe the books and papers that are most commonly read the more am I convinced of the need of people being taught to discriminate between the worthy and the unworthy. And more significant and hopeful is the fact that people as a very general thing really desire to know the wholesome from the unwholesome. I frequently have people ask me for a list of books to read. Hundreds and thousands of readers go to our libraries without having the slightest notion what they want. They have no knowledge of books, and consequently have no preference. What they read depends upon accident or upon the choice—often an indifferent choice—made by the librarian. I confess that I have been surprised at the number of people, from the youngest to the oldest, who go to our libraries, who ask the librarian to choose for them. To the librarian's question, "What do you want?" how oft comes the answer, "Oh, I don't know; give me something interesting." Here is the librarian's grand opportunity to directly fashion the minds and indirectly the morals of the people. Few have so grand an opportunity as theirs to lead the people through the freshening and health-giving ways of literature. Few, I say, have such a glorious and so frequent an opportunity to bring "the common people" in touch with the grandest books of the world. I do not believe I exaggerate when I say that fully one half of the patrons of our village library depend for the books they read either upon the accident of their own choice or the choice of the librarian, and I think that it reflects seriously upon the fitness of the librarians for their post that the taste of their readers is so low. Too often the librarian is bored when she is asked to choose for the reader, and the consequence is she selects thoughtlessly the book nearest to hand. The worth or worthlessness of the book counts for nothing. If the applicant hasn't read it that's enough to lead the librarian to give it out. I know of nothing more deserving of censure than this. The librarian fails of his or her duty when he does not at such opportunities seek to increase the love for the masterpieces of literature. It is not a difficult matter to turn readers

from the senseless, mind-crippling, and moral besmirching stuff of latter-day productions—and of earlier days, too—to the works of the masters of fiction. I met a friend in the library who had just taken out a novel of the invertebrate kind. Looking at it I suggested she didn't want to read that. She replied, "What else is there? I don't see any new books in." That's it. Everybody wants to read "the new books," not because they are good or bad, but simply because it's the fashion. I suggested that she might find some of the old books equally interesting, and probably more so. And running over a few names I asked if she had read any of them. "No." "Try them," I said. She agreed, and I wrote down a short list of books from the older days which seem to grow the sweeter with age. She took one and read it. A few days later, meeting me, she remarked, "I never read a book that I enjoyed so much. When I get through the list you must write me down some more." The people do prefer the best books. But they fail to get them and fail to call for them because they do not know enough about books to know them. They hear of the recent ones, but the great collection of the masters is all unknown.

Right here is where the best or the worst work of the librarian comes in. If the librarian fails to direct these readers into the highways of literature she is false to her charge. No work is greater; none can yield more abundant, wholesome fruit than this of bringing inquiring and even careless readers to love the best books.

CHARLES GRAVES.

### Best 50 Books of 1900 for a Village Library.\*

The following list gives the result of the annual vote upon the books of the preceding year made by librarians under the direction of the New York State Library. It is based on the list of five hundred of the leading books of 1900, prepared by the state library and sent out to the librarians to obtain an expression of opinion respecting the best fifty books to be added to a village

\* From "Library Journal" for April, 1901.

library. A fuller annotated list of the best books of 1900 will soon be issued by the New York State Library. The books are ranked according to the number of votes received:

1. Johnston, Mary. To have and to hold.
2. Thompson, Ernest Seton. Biography of a grizzly.
3. Bacheller, I. A. Eben Holden.
4. Stedman, E. C., ed. An American anthology, 1787-1899.
5. Thompson, Maurice. Alice of Old Vincennes.
6. Ward, Mrs. M. A. Eleanor.
7. Allen, J. L. Reign of Law.
8. Barrie, J. M. Tommy and Grizel.
9. Howells, W. D. Literary friends and acquaintances.
10. Crawford, F. M. In the palace of the king.
11. Fiske, John. Mississippi Valley in Civil War.
12. Tarkington, Booth. Monsieur Beaucaire.
13. Burroughs, John. Squirrels and other fur bearers.
14. Wendell, Barrett. Literary history of America.
15. Iles, George. Flame, electricity, and the camera.
16. Keeler, H. L. Our native trees and how to identify them.
17. Earle, Mrs. A. M. Stage-coach and tavern days.
18. Hewlett, M. H. Life and death of Richard Yea-and-Nay.
19. Eggleston, Edward. Transit of civilization from England to America in the 17th century.
20. Scidmore, E. R. China, the long-lived empire.
21. Hillis, N. D. Influence of Christ in modern life.
22. Allen, A. V. G. Life and letters of Phillips Brooks.
23. Brooks, E. S. Century book of the American colonies.
24. Morley, John. Oliver Cromwell.
25. Dunne, F. P. ("Martin Dooley"). Mr. Dooley's philosophy.
26. Grant, Robert. Unleavened bread.
27. Davis, R. H. With both armies in South Africa.
28. Spofford, A. R. Book for all readers.
29. Thompson, Mrs. G. G. Seton. A woman tenderfoot.
30. Huxley, Leonard. Life and letters of Thomas Henry Huxley.
31. Chapman, F. M. Bird studies with a camera.
32. Lang, Andrew, ed. Grey fairy book.
33. Mabie, H. W. William Shakespeare.
34. Thompson, Maurice. My winter garden.
35. Glasgow, E. A. G. Voice of the people.
36. Williams, H. S. Story of 19th century science.
37. Bryn, E. W. Progress of invention in the 19th century.
38. McClure, A. K. Our presidents and how we make them.
39. Rostand, Edmund. L'aiglon.
40. Ely, R. T. Monopolies and trusts.
41. Du Chaillu, P. B. The world of the great forest.
42. April baby's book of tunes. By the author of "Elizabeth and her German garden."
43. Beard, D. C. Jack of all trades.
44. Harland, Henry. Cardinal's snuff-box.
45. Carnegie, Andrew. Gospel of wealth.
46. Riis, J. A. Ten years' war.
47. Clemens, S. L. The man that corrupted Hadleyburg.
48. Goss, C. F. Redemption of David Corson.
49. Roosevelt, Theodore. The strenuous life.
50. Slocum, Joshua. Sailing alone around the world.

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#### Books for New Hampshire Ministers.

Nothing is more fundamental to progress upward than a frank, even if a sorrowful, recognition that we are not already at the top. Circumstances in New Hampshire history in the past few years have reminded people, sometimes painfully, that the parish life of the state—by which is meant the life connected, closely or remotely, with the churches—is not altogether ideal. Of course no loyal New Englander is going to believe that things are as bad as some careless, or possibly malicious, pens have depicted them. And yet, nothing is gained by ignoring facts, and all will agree that there is room

for improvement in New Hampshire parish life.

Now the New England way, when a serious lapse is discovered, is to set about remedying it by the most available and effective means. It is not within the scope of this paper, and surely is not the wish of this writer, to probe the recesses of parish life in the staunch old Granite State, and prescribe a remedy for all ills. As no sole cause can be assigned to the deterioration in country life—where it has appeared—so no one class of people are responsible for it. Blame cannot be thrown wholly upon the ministers of the state, nor are they disposed to relegate it wholly to the laity.

Ministers, as a rule, are good men, sincere men, earnest, hard-working, self-sacrificing men. As a class, they command the respect of their townspeople. Notwithstanding the change from the old unreasoning habits of deference, men and women do still lean upon them; in times of trouble and sorrow they are helped and comforted by them; at the last they are glad to have the minister's words of faith spoken over them. In a word, New Hampshire clergymen are a deserving body of citizens. There is none more deserving in the state.

Now these ministers, as intimated, deplore, probably more than any others, the want of an ideal life in their parishes. And they are eager, sharing blame with their fellow-townsmen, where blame is due, to set about any and every work which will uplift the life, especially the moral life, of country and village and city throughout the state.

Furthermore, the accomplishment of this moral uplift depends very much upon their success, upon whether or not the ministers of religion in New Hampshire do good and efficient service.

As we know, there are many other agencies besides the churches at work today for the moral as well as for the social and industrial welfare of the people, and to these agencies all honor. Schools, libraries, newspapers, temperance and benevolent organizations, women's clubs, etc.,—thank God for what they are doing!

Still, New Hampshire recognizes today, as did her great son, Daniel Webster, in former years, that her main reliance for a continued and improved civilization must be the

Christian religion and the self-sacrificing services of its trained and educated ministers.

It may be worth while to recall to younger readers just what Mr. Webster thought and said upon this subject. In his great speech on the Girard will case, he said: "Now, I suppose there is nothing in the New Testament more clearly established by the Author of Christianity than the appointment of a Christian ministry. The world was to be evangelized, was to be brought out of darkness into light by the influences of the Christian religion, spread and propagated by the instrumentality of man. Why should we shut our eyes to the whole history of Christianity? Is it not the preaching of ministers of the Gospel that has evangelized the more civilized part of the world? Why do we at this day enjoy the lights and benefits of Christianity ourselves? Do we not owe it to the instrumentality of the Christian ministry? Where was Christianity ever received, where were its truths ever poured into the human heart, where did its waters, springing into everlasting life, ever burst forth, except in the track of a Christian ministry? Descending from kingdoms and empires to cities and countries, to parishes and villages, do we not all know that wherever Christianity has been carried and wherever it has been taught by human agency that agency was the agency of the ministers of the gospel?"

All the foregoing to account for this article, and the movement which it heralds. The state of New Hampshire is fortunate in having a library commission and a state library which feel a responsibility for the higher welfare of all the people, not alone for special classes or favored localities. If there is a special moral problem before the state today, they are in earnest to do their part towards solving it aright. And their action shows that they agree with Mr. Webster in looking to the ministers of religion in the state for most important service.

Such service, they realize, cannot be rendered unless the clergymen of the state are well equipped for their work. At a time when every other profession is being keyed to the highest point of efficiency; when uneducated quacks are no longer allowed to pose as physicians; when admission to the

bar is restricted to thoroughly trained men; and when the practice even of the higher crafts is sedulously guarded, teachers of religion and morals should, above all, have the best possible professional training. And in an age of such activity of thought as ours this means, not simply that men should at some time in the past have graduated from a divinity school, or, after examination by a conference or an association, have been approbated to preach, but also that they should be keenly alive to and instructed in present day movements and habits of thought, and the more recent and approved methods of work. True, this is rather a delicate subject to handle. The legislature, which lays down the law for doctors without hesitation, cannot well approach it, but sound sense affirms that it is quite as important that those who are trusted to deal with the religion and morals of men be as well fitted for their work as those who practice on their bodies.

And to this end the knowledge of present day professional literature is essential to ministers of the Gospel. For a Christian minister to say, as some, it is to be feared, still do, that he has his old Bible which has converted Christendom, and that will suffice for him, is not enough. So has every man and woman in his parish (it is to be hoped) a Bible. But the religious teachers, leaders, pastors of New Hampshire, to grapple successfully with her great problems, should have all the wisdom in the use of the Bible and of Christian agencies which the experience of the world can give them. And knowledge of how the Christian world is thinking and working is to be gained from professional books. These the alert library commission proposes to secure, so far as is possible, for the clergymen of the state.

That some help needs to be afforded the clergy in this direction is obvious. They themselves know how difficult it would be—too often, indeed, it would be impossible—for them to buy as many books as they need. And the public, which now provides reading matter for nearly every one else in his parish, does not provide professional books for the minister. If a farmer wants an agricultural book, the trustees of his town library are very apt to order it for him. So of books for mechanics, or upon

domestic economy. But most libraries would hesitate to provide the critical apparatus for the study of the Gospels, or a new book on liturgies or Christian doctrine, or even books on ecclesiastical history. And the trustees are not to be blamed for this. In most towns, it is wise that the public library not only avoid all favoritism to this or that religious communion, but avoid all appearance of such favoritism. So, with all good will to the ministers, and generally letting them have all the common books which they want, the trustees do not buy for them professional books.

Nor are the books of theological seminary libraries, save in exceptional cases, available to working pastors. If they were, there is not such a seminary in New Hampshire of any communion.

Recourse, therefore, can only be had to some special theological library, broad enough in scope and liberal enough in administration to supply the best books, new and old, which clergymen of whatsoever communion or creed may need.

Happily, New England has such a library. Forty-one years ago this month some of the leading clergymen and laymen of Boston, realizing the need of keeping up the old Massachusetts traditions of an educated ministry, took steps for the founding of a theological library upon a broad, undenominational basis. The most prominent among these gentlemen had come from New Hampshire, the Rev. Charles Burroughs, D. D., for nearly half a century the scholarly and beloved rector of St. John's Church in Portsmouth. The opening of the Civil War delayed the enterprise somewhat, but early in 1862 the library was opened under the name of the **GENERAL THEOLOGICAL LIBRARY**, the Rev. Dr. Burroughs being its president and the Rev. Luther Farnham its secretary and librarian. In 1864 the institution was incorporated by the Massachusetts general court, with power to hold property, to the amount of \$150,000, exclusive of books and furniture. The scholarly address of Dr. Burroughs before the legislative committee which reported the act was such as to commend the aims of the institution to an enlightened commonwealth. Thanks to the untiring energy of the librarian, Mr. Farnham, the corporation, at the time of his death in 1897,

had become one of the recognized beneficent institutions of New England. Its books numbered some 16,000 volumes (there are now between 19,000 and 20,000) and 5,000 pamphlets, and its building, situated in the best part of the city for its work, had commodious and cheerful rooms for reading and consultation besides the storage of books.

But much as the library had done in that first generation of its history, the time had come for a change and an advance. During those years an entirely new conception of the library problem had been formed. Throughout Massachusetts and the greater part of New England public libraries had been established and were maintained by public funds. Access to books was no longer the prerogative of the few, but had become the heritage of all. Yet with this ample provision for the general public, nothing had been done, or next to nothing, to help ministers to professional reading. Actually the clergy were no worse off than they had ever been, but relatively they were now at a great disadvantage as compared with their position in 1860. Of general literature, books, magazines, reviews, scientific researches, and speculations, all of their intelligent parishioners could know just as much as they themselves knew. Unless, therefore, they could have special professional books, how were they to continue to be leaders and teachers of their flocks?

Is it a wonder that, under these circumstances, the directors of our corporation came to feel that, in the providence of God, our library had been raised up and fostered through those preparatory years to meet just this emergency? Our mission, they said to each other and are now saying to all New England, is, as a special theological library, to step forward and supplement the free books which local libraries are furnishing to the general public, with free professional books for the ministers, for which service no other provision has been made.

And this work the General Theological Library has now been doing for eleven months, with such success and such promise for the future, that the New Hampshire Library Commission, unsolicited, have stepped forward to aid and promote their efforts for New Hampshire ministers. The libraries which the commission are founding

and fostering throughout the state are already doing, or will soon be doing, their general educational work for every community. "We will aid them," they say, "to get books which they cannot own—and our state library does not buy—for that class of citizens and public servants upon whom the moral direction and uplift of our communities so much depend."

And now as to the practical working of this plan of having a central, special library supplement in a systematic manner the service of the local libraries.

It should be said in the first place that this is in one sense a new and advanced step in New England library work. Not that inter-library loans are in any way new. Such libraries as the Boston Public and that of Harvard University have in a guarded but generous way been granting them for years. And the New Hampshire State Library, leading all others in its liberality, is nobly supplementing the local library work of its own state. Our library, however—a private corporation, unaided by a dollar of public funds—sets out, not in a spasmodic way or as chance may direct, but upon a systematized plan to supplement the work of the local libraries of all New England. It undertakes to make these local libraries its official distributing branches, for the supply of books to that class of their patrons whom it can and they cannot provide for, namely, the ministers. Although new, the work was not entered upon without careful thought and investigation into its necessity and its feasibility. Before our directors decided fully upon the movement, an extensive correspondence was entered upon with ministers in all parts of New England, to see if they would really welcome the proposed help. The replies were such as to remove all question from the minds of our officials, that our books were urgently needed by ministers of all denominations. We did not consult with librarians, other than Mr. C. B. Tillinghast, the Massachusetts State Librarian, and Mr. James L. Whitney, librarian of the Boston Public Library. These gentlemen encouraged us, Mr. Tillinghast giving it as his opinion that, besides doing a good work ourselves, we might be the means of inducing the other special libraries—professional, scientific, historical, etc.—to under-

take a similar work, to the benefit of our entire library system. Deeming these men representative, and knowing that the whole spirit of public libraries is altruistic, we *assumed* that the local libraries, as soon as they understood our work, would heartily co-operate.

At last, fully persuaded of its opportunity and its duty, the library at its annual meeting, April 16, 1900, added the following new chapter to its by-laws:

**SECTION 1.** By courtesy of the corporation, all clergymen and theological students are invited to use the library for consultation or study at its rooms, under the direction of the librarian. Persons thus frequenting the library shall register their names and addresses.

**SECT. 2.** [Giving free use of books to clergymen of Greater Boston.]

**SECT. 3.** All other clergymen of legal status in New England shall have the right to draw books from the library through their local libraries, designated as Distributing Branches, upon payment of transportation charges.

**SECT. 4.** The number of books granted for such free use shall be two, one ordinary and one new book, to be kept the same length of time as books granted to members (three and two weeks with renewal privilege of three weeks and one week), one day also being allowed for sending and one day for returning the books.

**SECT. 5.** To effect this outside distribution of books, the library committee may designate one library in every city, town, or village of New England, beyond Greater Boston, which shall be known as a Distributing Branch of the General Theological Library.

Such libraries shall be entitled to take for local clergymen twice as many books as there are clergymen of legal status in their communities, or one ordinary and one new book for each person. The libraries shall be responsible for the return in good order and upon time of all books loaned through them, and for the cost of transportation both ways.

Every Distributing Branch shall be given a certificate as such, under the seal of the corporation, signed by the secretary.

**SECT. 6.** New England clergymen living where there is no public library may have books sent to them directly, upon giving adequate guarantees for the safe and free return of the same.

**SECT. 7.** Fines for the non-return of books shall be the same as to members, two cents a day on each volume.

Announcement of this action was made in the public prints, and word was sent to such ministers as had sent us gifts, inviting them to interest their libraries. Beyond this, little was done to extend our connections, the feeling being that the growth should be natural and not artificial.

Still in eleven months, 198 ministers, mostly from Greater Boston, have taken out free cards, and 83 libraries have been made distributing branches. To show that where our work is best known it is most appreciated, we note the percentage of libraries which have made application and been con-

stituted distributing branches, in Massachusetts and in New Hampshire. Of the libraries in the former state, outside Greater Boston, 17½ per cent are branches. Of those in the latter state but 5½ per cent have availed themselves of their privilege. In this brief time, of course, even in Massachusetts, the scope of our work is imperfectly known, and, at a distance, it is still less known. It is safe to say that there are some scores of libraries and some hundreds of clergymen in New Hampshire that do not so much as know that there is a valuable theological library open and free to their use.

It is for that very reason that the library commission has invited this communication through their BULLETIN to the ministers and the libraries of the state. And it is by their specific request that we hereby call the attention of the librarians and the trustees of every public library which has not yet become a distributing branch to the offer which we make them.

We shall send to every such library, within a short time after this article is published, the following blank:

**Application to be Constituted a Distributing Branch.**

To the General Theological Library, Boston:

The .....Library of.....hereby asks for a Certificate as a Distributing Branch of the General Theological Library, for the purpose of obtaining special books for local clergymen.

The number of persons to whom we desire, upon their application, to issue such books is as follows:

Baptist Clergymen.....	
Congregational " .....	
Friends " .....	
Methodist " .....	
New Church " .....	
Presbyterian " .....	
Prot. Episcopal " .....	
Roman Catholic " .....	
Unitarian " .....	
Universalist " .....	
Other " .....	

Total ..... \_\_\_\_\_

We hereby engage to be responsible for the return in good order, and upon time, of all books loaned to us, and for the cost of transportation both ways. With the stipulation, however, that if after effort on our part to collect the same any individual shall fail to pay his book charges such charges shall be remitted to us, the person so failing shall cease to enjoy this special privilege of drawing books in our name, and his name shall be communicated by us to the General Theological Library.

For the Library

.....Librarian.

..... 1900

We sincerely hope that every librarian, upon receiving this blank, will fill it out and—with the approval, of course, of the trustees—sign and send it to us. Let no librarian think, because the town is small and it is uncertain whether the ministers would often use the privilege offered, that there is no call for his library to act. If there is only one minister in town it is all the more reason why he, isolated from his fellow-workers, should know through books how ministers elsewhere are thinking and working. Neither is it necessary for the librarian to be at the trouble of consulting the clergymen before making application for the distributing branch privileges. If any minister is indifferent about it, and does not care to draw books, you simply do not become responsible for him. But you will have done your part, as the library commission desires, towards securing for your town a valuable means of improvement.

There remains only to speak of the matter of transportation of books. At present, even free books from beyond their own towns must cost the readers an appreciable even if a small sum. The postal rate for books is now eight cents per pound, and our books will average about one pound each in weight. When a package of above three or four pounds is sent it is better usually to send by express. In any case we feel that, in the interests of education, the charges are too high. Accordingly a concerted movement is making by library people throughout the country to induce congress to reduce the postage on library books from eight cents to one cent per pound.

Two bills looking towards this most desirable end have been presented to congress. One, known as the Library Post bill, provides that all libraries devoted to the public service, so as to enjoy tax exemption, may send their books to, or receive them from, libraries or individuals at the low rates. This bill was introduced into both houses early in 1900, and the state librarian of New Hampshire with our own (G. T. L.) and other librarians went on to Washington and advocated the measure before the committees having it in charge.

The other bill calls only for the exchange of books between libraries at the low rates. This bill, for which State Librarian Chase has done much effective work, is in the hands of a sympathetic member of the house committee, who, however, was not able to urge the matter this year by reason of the press of important business at the short session. Next winter it is believed that the measures will be duly considered, and it is expected that New Hampshire men will be among the most potent factors in their favor.

And once this low rate of postage is obtained, there will be left no reason, save their own disinclination, why all the clergymen of the Granite State, however remote from centers, should not read habitually whatever books are read and prized by the ministers of Boston or New York. Against the time when this shall come, and to serve their deserving working pastors in the best way possible meantime, let all librarians be prompt to return, properly filled out, their application to be made distributing branches of the General Theological Library.

GEORGE A. JACKSON.

### A Few Points on New Hampshire Bibliography.

In library administration it is often a task of no little difficulty to keep information within reach and instantly available to patrons who desire to consult authorities in unfrequented departments of literature. The increasing interest that is manifest in the study of state and local history suggests the necessity for special equipment of librarians for meeting calls for works which



relate to our own state in the multitude of directions, general, special, and local, in which critical investigation is moving.

Mr. A. S. Batchellor, editor of "State Papers," has made special effort in the treatment of the documentary history of the state in his "State Paper" series to accompany his text with liberal citation of authorities. In the so-called "Town Charter" volumes, 24, 25, 27, and 28 of the full series, he has arranged the material relative to each town in the alphabetical order; and the town charter and group of documents and maps in each instance are accompanied by a note which gives the titles of the historical and descriptive publications relative to the town whose documents are presented. While it is, of course, impossible to make such a collection of bibliographical citations absolutely exhaustive, it is entirely within bounds to state that the bibliographical notes which accompany the town charters in the volumes named are the most complete lists of published authorities relative to our municipal history from the local standpoint that are anywhere available. These volumes are, or should be, accessible in every public library in the state.

Undoubtedly the only systematic presentation of the bibliography of the military history of New Hampshire is that found in Mr. Batchellor's article in the history of the Seventeenth New Hampshire Regiment, War for the Union (constituting chap. 38 of the work). The title of the article is "Historical and Bibliographical Notes on the Military Annals of New Hampshire, with special reference to regimental histories." As regards the period of the war of 1861-65, and the resulting literature, so far as it may be regarded as New Hampshire war history, the article is practically exhaustive of the subject.

In his notes to a bar association address, published in the "Proceedings of the New Hampshire Bar Association for 1900," Mr. Batchellor has contributed another extensive collection of bibliographical and historical notes. The period and subject to which this citation of authorities relates is that of the adoption of the federal constitution by the state.

In similar notes accompanying his monograph on the "Development of the Courts of

New Hampshire from the beginning of the Revolutionary Period," published in Hurd's "New England States," Vol. 4, 1899, Mr. Batchellor presents very fully the authorities which must be consulted in an examination of the judicial history of the state, both in respect to the personnel of the courts and those facts of condition and progress which enter into their history.

Students of New Hampshire history—at least in the line of investigation which Mr. Batchellor has pursued in the work to which reference is above made—will certainly find it advantageous to consult his notes and authorities before resting content in the assurance that they have exhausted the subject.

Such contributions to the bibliography of special subjects of historical investigation also suggest the urgent necessity of extensive co-operation on some general plan for the production of a complete treatment of the literature of New Hampshire by subjects, titles, and authorities on the bibliographical method.

A reference work which shall adequately cover this ground is an undertaking that demands the immediate and practical attention of the librarians of the state.

HARRY M. MORSE.

## One Hundred Selected Books about Animals.

The Nathaniel S. French Chapter of the Agassiz Association (connected with the Roxbury, Mass., High School) has issued a "List of one hundred selected books about animals," which is so admirable that the commission are pleased to reprint it below. The selection was made from about five hundred volumes, the aim being to include only reliable books:

Abbott, Charles Conrad:

A naturalist's rambles about home.

Bird land echoes. Illustrated.

Agassiz, Elizabeth and Alexander:

Seaside studies in natural history. Illus.

Allen, Grant:

Flashlights on nature. Illustrated.

Appar, Austin C.:

Birds of the United States. Illustrated.

- Badenoch, L. N.:  
Romance of the insect world. Illus.
- Bausch, Edward:  
Manipulation of the microscope.
- Bateman, G. C.:  
The vivarium. Illustrated.
- Beard, James Carter:  
Curious homes and their tenants. Illus.
- Beddard, Frank E.:  
A text-book of zoogeography.
- Bolles, Frank:  
At the north of Bearcamp Water.
- Brooks, W. K.:  
The oyster. Illustrated.
- Buckley, Arabella B.:  
Life and her children. Illustrated.  
The winners in life's race. Illustrated.
- Burroughs, John:  
Birds and bees and sharp eyes.  
Riverby.  
Wake robin.  
Locusts and wild honey.
- Carrington, Edith:  
Animals' ways and claims. Illustrated.
- Chapman, Frank M.:  
Bird life.
- Cornish, C. J.:  
Animals of to-day. Illustrated.  
Animals at work and play. Illustrated.  
Wild animals in captivity. Illustrated.
- Corey, C. B.:  
How to know the shore birds. Illus.
- Darwin, Charles R.:  
What Mr. Darwin saw in his voyage  
round the world in the ship "Beagle."  
Illustrated.  
The formation of vegetable mould. Ill.
- Davie, Oliver:  
Nests and eggs of North American birds.  
Illustrated.
- De Kay, Charles:  
Bird gods. Illustrated.
- Dixon, Charles:  
Curiosities in bird life.
- Doubleday, N. B. DeG.:  
Birds that hunt and are hunted. Illus.  
Bird neighbors. Illustrated.
- Duncan, P. Martin:  
The transformation of insects. Illus.
- Edwards, Clarence E.:  
The campfires of a naturalist. Illus.
- Emerton, J. H.:  
The structure and habits of spiders.  
Illustrated.
- Figuier, Guillaume Louis:  
The ocean world. Illustrated.  
The insect world. Illustrated.
- Flower, William Henry:  
The horse. Illustrated.
- Forbes, Edward:  
A history of British starfishes. Illus.
- French, G. H.:  
The butterflies of the Eastern United  
States.
- Gätke, Heinrich:  
Heligoland as an ornithological observa-  
tory. Illustrated.
- Garner, R.:  
The speech of monkeys.
- Gentry, Thomas A.:  
The house sparrow at home and abroad.  
Illustrated.
- Gibson, William Hamilton:  
Eye spy. Illustrated.  
My studio neighbors.
- Gosse, Philip Henry:  
The aquarium. Illustrated.  
The romance of natural history. Illus.
- Holland, W. J.:  
The butterfly book. Illustrated.
- Holt, Vincent M.:  
Why not eat insects?
- Hornaday, William T.:  
Taxidermy and zoölogical collecting.
- Howe, Reginald Heber:  
Every bird. Illustrated.
- Hulme, F. E.:  
Natural history lore and legend.
- Ingersoll, Ernest:  
Friends worth knowing. Illustrated.  
Wild neighbors. Illustrated.  
Birds' nesting. Illustrated.
- Jenyns, Rev. F. G.:  
A book about bees. Illustrated.
- Jordan, David Starr:  
Matka and Kotik. Illustrated.
- Kingsley, John Sterling:  
The Riverside natural history. 5 vols.  
Illustrated.
- Lovell, M.:  
Edible mollusks of Great Britain.
- Lubbock, Sir John:  
On the origin and metamorphosis of in-  
sects.  
The beauties of nature and wonders of  
the world.  
Ants, bees, and wasps. Illustrated.

- Mangin, Arthur:**  
The mysteries of the ocean. Illustrated.
- Manton, Walter P.:**  
Taxidermy without a teacher.  
Insects, how to catch and prepare.
- Mathews, F. Schuyler:**  
Familiar life in field and forest. Illus.
- McCook, Henry C.:**  
The honey ants of the Garden of the Gods. Illustrated.
- Merriam, Florence A.:**  
Birds of field and village. Illustrated.  
Birds through an opera glass. Illus.
- Merriam, C. Hart:**  
Mammals of the Adirondack region.
- Miall, Louis Compton:**  
The natural history of aquatic insects. Illustrated.  
Round the year. Illustrated.
- Michelet, Jules:**  
The insect. Illustrated.  
The bird. Illustrated.
- Miller, Olive Thorne:**  
Little brothers of the air.  
Four-handed folk. Illustrated.  
Bird ways.  
In nesting time.  
Little folks in feathers and fur. Illus.
- Morgan, C. L.:**  
Animal sketches. Illustrated.
- Needham, James G.:**  
Outdoor studies. Illustrated.
- Nehrling, Henry:**  
Native birds of song and beauty. 2 vols. Illustrated.
- Oswald, Felix L.:**  
Zoölogical sketches. Illustrated.
- Parkhurst, H. E.:**  
The birds' calendar. Illustrated.
- Porter, J. Hampden:**  
Wild beasts. Illustrated.
- Russ, Karl:**  
The speaking parrots. Illustrated.
- Scudder, Samuel H.:**  
The life of a butterfly. Illustrated.  
Butterflies: Structure, changes, and life histories.
- Semper, Frank W.:**  
Injurious insects, and use of insecticides. Illustrated.
- Shaler, Nathaniel S.:**  
Domesticated animals. Illustrated.
- Simmonds, P. L.:**  
Commercial products of the sea. Illus.
- Stokes, A. C.:**  
Microscope for beginners.
- Thomson, William:**  
Great cats I have known. Illustrated.
- Thompson, Ernest Seton:**  
Wild animals I have known. Illustrated.
- Torrey, Bradford:**  
Birds in the bush.
- Wallace, Alfred Russell:**  
Darwinism. Illustrated.
- Weed, Clarence Moore:**  
Life histories of American insects. Illustrated.
- Wilson, Sir Daniel:**  
Left handedness.
- Wood, Theodore:**  
The farmers' friends and foes. Illus.
- Wood, Rev. J. G.:**  
Homes without hands. Illustrated.
- Wright, Mabel Osgood:**  
Four footed Americans. Illustrated.  
Bird craft. Illustrated.

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The semi-annual meeting of the New Hampshire Library Association will be held at Peterborough on June 27. The following attractive program has been prepared:

2 P. M.

Call to Order.  
Reading of Minutes.  
Transaction of Business.  
Welcome to Peterborough. By Town and Library Officials.  
"The Passing of the Age Limit." Mr. C. Edward Wright of Whitefield, trustee of the State Library.  
"The Library Should Assist the School—Why? How?"  
"What Up-to-Date Features Can a Small, Poor Library Have?" Discussion and experience.  
"Should the Borrower's Point of View—"I do not ask that the rules be broken for me, but it is a poor rule that is not a little elastic"—be the Librarian's Point of View?"  
Question Box.

7.30 P. M.

"The Selection of Books for Libraries." Miss Mary Morison of Boston.  
"The Standard Library"—A Symposium. Mr. James Whitney, librarian of the Boston Public Library; Miss Macurdy of the Boston Public Library; Miss Alice Chandler, librarian of the Public Library, Lancaster, Mass.; Miss Mary Harris, librarian of the Pillsbury Free Library, Warner, N. H., and others.

Oct. 3 1901

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# BULLETIN

OF THE

# NEW HAMPSHIRE LIBRARY COMMISSION

NEW  
SERIES.]

CONCORD, N. H., SEPTEMBER, 1901.

[VOLUME II.  
NUMBER 3.]

## BOARD OF LIBRARY COMMISSIONERS.

GEORGE T. CRUFT,	Bethlehem.
HOSEA W. PARKER,	Claremont.
JAMES F. BRENNAN,	Peterborough.
ARTHUR H. CHASE, <i>Secretary</i> ,	Concord.

## PASSING OF THE AGE LIMIT.

If the designation of my official relation to the state library, as I notice it in the program, is at all significant, it is only to afford me proper credentials in the extension of greetings and felicitations from the oldest state library in this country to the historic library of this town,—the pioneer public library, in the sense in which we now use that term. It does not mean that I am entitled to speak with any authority on the subject assigned to me, for we have no age limit problem at the state library. I come here representing a little public library in the northern part of this state, at Whitefield, among our mountains. It has had its age limit problem. It has solved it by the simple process of abolishing the limit. And I have been asked to give the reasons why. In view of the fact that modern library enterprise is against the age limit, the burden of proof really lies on the other side.

I suppose that the principal reason why an age limit was ever fixed at all was as a measure of protection; that children under a certain age might not properly care for

the books intrusted to them by the public librarian. It originated in the mediæval age of library management,—when they were fussy about covering books and doing that sort of thing. Perhaps it was largely owing to the fact that there were then few books for children to read with profit or pleasure. But I suspect that the real reason today why the age limit survives is simply because one library has persisted in following the lead of an older one, without any special inquiry as to other reasons. I frankly admit that when we started our public library in Whitefield (building on the foundations of an old circulating library), we fixed an age limit (at 12) for no other reason under the sun than because the printed rules of another library, which we were using as a model, contained such a provision. It took us about three years to find that its retention was impairing the usefulness of our library as an educational institution. A bright boy of ten or eleven would come in and ask leave to take books. "How old are you?" "Eleven, going on twelve." "No; you must wait until you're twelve." And the boy would go away with a look of disappointment, with an unsatisfied craving for what we had and for what our library was there to satisfy. It was provoking when I thought of the score of dunces over twelve already engaged in wearing out our Alger books, a work of profit to the library if not to themselves. Pretty soon, after I had stood that sort of

\*Read at the meeting of the New Hampshire Library Association at Peterborough, 1901.

thing to the limit of my patience, we commenced to break that rule, right and left. The logical result was an inquiry as to why it should be retained. How could we know where to place the limit without depriving some boy or girl who could use the books and was desirous of doing so? If we reduced the limit to ten, up would pop a nine-year-old, and we should have to revise the rule again,—or break it. And there is where lies the illogical consequences of endeavoring to place a limit. By what sort of psychological process or mental insight is a board to know what limit to make in its own community? One board says fourteen; the board in the next town says ten. Which is right? Or are we to infer that children cease being dunces four years earlier in the latter than in the former town? Look at the figures in New Hampshire: Two libraries fix the limit at 5 years, two at 6, five at 8, three at 9, twenty-three at 10, three at 11, thirty-eight at 12, six at 13, eleven at 14, one at 15, one at 16, and one library says curtly, "No children use the library." They might have added that it was reserved for the exclusive use of imbeciles of longer standing.

The true limit is the child's capacity to use the library to his profit. The child may be fourteen, or he may be five. Age is not the fit standard of judgment. Intellectual longings awaken earlier in some than in others. John Evelyn, he of the famous Diary, had a son Richard, who unfortunately died at the early age of five years three days, yet at that early age the child could read most written hands; could decline Latin nouns, conjugate the verbs; had by heart the entire vocabulary of Latin and English primitives; turn Latin into English and *vice versa*; had a passion for Greek, and could demonstrate problems from Euclid! Why, at the age of two and a half he could read all English, Latin, or French letters! Yet our public libraries would say that that boy wasn't fit to use the books,—not old enough for Alger! Of course there are not many Richard Evelyns at large. I frankly confess that I know of none in Whitefield. However, I have issued cards to children of six, seven, eight, etc., and I believe they used their privileges to

their profit. Many excellent books for the six-year-old, like Professor Peck's "Adventures of Mabel," are now being published.

If the reading habit is ever to be formed, it must be at a tender age. One periodical, according to Charles Stuart Pratt's address at Berlin, says that about half of the children who attend school quit at the age of twelve. Can you believe for a minute that, if the reading habit has not already been formed in such children, that it ever will be? The library supplements school work. The schools place certain formulas before the children, by means of which they work out their own salvation. I fear that many, most, schools seek mainly to inform, to prepare the child for life with some knowledge of many subjects. I doubt seriously if our school system counts much in the development of culture; culture as a development of what is within rather than an accretive growth. Plants increase and develop by an internal process; the coral rock, by deposits from without. Contact with true literature should enrich the mind within rather than simply add to one's fund of information,—that is, to do the greatest good. It is the individual's fault if it does not. The vital spark in what really is literature comes from the author's culture and is communicated to the reader. The process (of acquiring culture) should begin at an early age by the forming of the reading habit, and by bringing the children into contact with literature. Unless the child's mind is early directed toward wise reading, the adult's mind, in all the turmoil and hustle of life, probably never will draw from that fountain of culture.

The age limit is an impediment in the education of children now that we recognize the value of the library system in collaboration with the school system. It debars school work, the acquiring of the reading habit, and the admirable work now being done in some libraries in the children's department. Of course, the smaller libraries cannot do this work. But they can, and they should, suffer and encourage the little ones to come unto them for their reading. They can, and they should, influence and direct the child's reading at the earliest age when the child is susceptible to such

influences. If half of our boys and girls leave school before twelve, but leave with a knowledge of the fact that they can, if they will, use the library, largely make up the loss of a complete public school education, the figures given on the authority of the magazine lose half their terror, are not nearly as startling or appalling. But be assured of one thing: if they have not already got into the way of using the library by that time, they never will.

In practical operation, the abolition of the age limit works no hardship. All that we require is the child's signature to a promise to obey all rules, which promise is guaranteed by the parent, who thereby becomes legally responsible for the fines, etc.

New Hampshire is progressive. Four years ago, only fifty-seven libraries had no age limit; now, one hundred and twenty-five libraries are without it,—a majority of our libraries.

New Hampshire claims priority in many phases of library work. It possesses the first public library supported by taxation,—the one here in Peterborough. It passed the first law enabling towns to tax for library purposes, and the first law compelling towns so to do. It chartered the first state library association. It possesses the oldest state library in existence, and that state library is the first, I think, to recognize its proper relation to the library system of the state. We are working along those lines now; aiding the library facilities of the town by permitting the local library to borrow books it does not possess of the state library, the true center of the system. Our last trustees' report went beyond this, urging that provision should be made for a state library officer whose relation to the public library system would be analogous to that of the state superintendent of public instruction,—an officer who, among other things, would hold "library institutes," like the "teachers' institutes," in various parts of the state. There's a chance for New Hampshire to score "first" again. And there is another chance for her to abolish the pernicious age limit in every town, so that in New Hampshire, first of all the states, there will be no library that shall not be free to everybody, without

respect to sex, color, previous condition of servitude—or age.

C. EDWARD WRIGHT.

### THE SELECTION OF BOOKS. \*

There is no library to which this question of selection of books does not come. Even the largest cannot buy all the desirable publications, and the smallest must buy some, although I have known of towns where the trustees, overloaded with their responsibilities, have followed the example set in the parable by the man with one talent, and have refused to spend the money placed in their hands lest they should do so unwisely. But the day of reckoning comes sooner or later, and it is not easy to spend at once the accumulations of some years and select the best books published in that time. In one town where money was scarce the question of selection was settled for at least one year by buying an encyclopedia which absorbed all the library income. There was no reading-room in this enterprising place, so it is to be supposed that the people took their information alphabetically for that year. Still another method, not unfrequently employed in country places, is to send a general order to a bookstore to supply what seems best, but even the most conscientious bookseller can hardly know the needs of the town, and the temptation must be great to use this opportunity of getting rid of unsalable material.

How, then, can we learn about the new books and find what is the best for us to buy? It is almost proverbial that the librarian never has time to read and knows only the outside of the books; and it is hardly possible in the smaller libraries, where one person has to catalogue and to distribute the books, for her to have time to keep up with the literature of the day. The trustees are supposed to have more time, and it is reasonable to consider that they are chosen in some degree because of their literary taste, and much can be, and is, done by them; but even the best board of trustees can hardly read all the new books, and must depend on others for some of their

\* Read at meeting of the New Hampshire Library Association at Peterborough, 1901.

knowledge. It is natural to be guided by the criticisms in the magazines and newspapers, but it is amazing to see how long they are published after the appearance of the book. A friend of mine, who has looked up the matter carefully, tells me, for instance, that the excellent library reviews of the "New York Nation" are printed on an average about nine months after the publication of the books. Then, also, the best literary criticisms are not always the best for library use. Many books which receive the highest praise from the critics are hardly what we should buy from limited funds for general circulation. Often a book is extravagantly praised which has little interest for the unliterary reader, and whose moral tone is not above reproach, and therefore undesirable for the young. This question of the attitude of the library to young readers is a most important one, especially for the librarians of small towns. A large proportion of the users of the libraries are school children who are eager to take anything that looks like a story. We Americans are sometimes laughed at for always considering the needs of the "young person" in our literature, but the result has been that a large proportion of our fiction for the young is both strong and wholesome, while, in countries where this same "young person" is not so carefully considered, juvenile literature is generally weak and trashy. There have been, of course, in the last few years many novels written in the French manner, agreeable and entertaining. They certainly should have a place on the shelves of the large city library, but should not be circulated freely among the young and unformed anywhere. I well remember a statement made by a city librarian that all books generally circulated should be of such a character that no parent would hesitate to send a boy or girl to choose for himself. If this is true of a large town, how much truer of a small one?

In the selection of books, many librarians call to their help some of the book-lovers of the town, and ask for their reports on the new publications. This has been done for several years by the Boston Public Library to help in the purchase of novels,

and this "Fiction Committee" has led to much noisy newspaper talk, because the public fails to understand that the members were only acting as the trustees' private reviewers, and had no voice in purchasing books. This committee is made up of from twelve to twenty persons, according to the press of work. Each book has two or more readers who send in reports on paper furnished for the purpose. These reports are read by the librarian and trustees, and help them to decide what novels to buy, and how many copies of each. The committee changes constantly, and, as the work is entirely voluntary, none are asked or expected to continue with minds tired and cloyed with over-many fiction sweets. This plan has worked well for several years, particularly, if not chiefly, because the work is carefully systematized, and while the reading is done by outsiders, the reports are kept by the library clerks, who also have charge of all the business details of the work. As far as I know, this committee is peculiar to Boston. Similar work is done elsewhere, and might well be copied in many places. It should be noticed that the members examine only Fiction and Juveniles, but their hands are full with the five hundred or more books read annually, which means over one thousand readings done by an average of fourteen or fifteen persons.

One difficulty of having this work done by citizens of a town is the matter of getting books to read. Booksellers do not like to send out too many copies for examination, and make a smaller discount to the library for books thus sent. This added expense is an important consideration, and often can be avoided and certainly diminished by the use of some of the published lists of current literature. There are many such, and I can speak from personal experience of two published in Boston. The first is a list of Juveniles prepared by the Ladies' Commission, who, working originally only to examine books for Unitarian Sunday-school libraries, now aim to read all current Juveniles. Their list is published annually in May, and this year's list gives ninety-seven titles of books approved out of two hundred fifty-nine examined. The committee is made up

of about thirty women, living in and about Boston, and each book is read by three or more persons, and also thoroughly discussed at one of the fortnightly meetings. Any Juvenile in their catalogue can be bought without hesitation, and the short descriptions show just what the stories are. Of course the careful winnowing of material often leads to the rejection of some book which is worthy of a place on the library shelves, but no list can be expected to include every one's favorites. This commission has been in existence rather more than thirty years.

The fact that this list is published but once a year somewhat diminishes its usefulness. This difficulty is met in a degree by the semi-annual list printed by the Library Committee of the Women's Educational Association of Boston, prepared especially for the use of small country libraries where there is not much money to spend. It gives the titles of the best current literature of all kinds, and is a shorter list than the other, although covering more ground. The committee who prepares it consists of half a dozen women, of whom two are trained librarians. They took up the work after the discontinuance of a similar list published by the Massachusetts Library Club, who found it impossible to go on with it on account of the expense. It may, perhaps, be objected to both of these lists that they are prepared entirely by women. Women are supposed to have more leisure than men, and certainly are more ready to undertake this kind of work, but husbands and brothers are often consulted and the lists are less exclusively feminine than they appear on the surface.

While these lists are useful in helping one to know the titles of the books of the day, they cannot do everything. The responsibility of choosing the books best suited for each library must rest with the trustees and librarians, who, to fill their places well, must be enthusiasts. The first question to be settled is how much of the library income, after the expenses for general maintenance are provided for, can be used to buy books. Then comes the decision as to the kind of books to be bought. There are many theories about this. One

man, wise in many ways, told me once that, in the large city library in which he was a trustee, every book asked for was bought. The vision of the shelves of trash in that library has always haunted me, and I have often wondered how long it was possible to continue the plan. Yet, ridiculous as this system is, it has in it the germ of the true usefulness of a library; that is, thorough co-operation between the users and the administrators. All persons, even children, should be encouraged to ask for what they want, for only in this way can we learn the true needs of the town. We may lead the horse to water, but we cannot make him drink if the water is not to his taste, and it is useless to buy the best books if they are not what the townspeople will read. Of course, all the world wants stories, and it is a grave question how large a proportion of the library funds the trustees have a right to spend for ephemeral literature, for the ordinary novel is as dead a weight in a few years as the Congressional Records, although, fortunately, it takes up less room. Yet it is through the stories that the library becomes useful, and no legitimate means to that end must be despised, for it is the women and children who chiefly use our libraries. We must cater to their needs and at the same time raise their standards. Much is done through the common practice of lending two books at a time, only one of which is a story. Here is an opportunity to circulate biography and history, in the spring perhaps a new book on gardening, in the winter a new book on some home industry. This is the golden opportunity for the librarian, if she is furnished with the right books to offer and has discretion to do it with tact.

Much help in the choice of books will, of course, come from the teachers of the school, who depend on the library for much of the collateral reading recommended. No town now is without its women's club, which should work more with the library than it generally does. When the yearly programs are laid out, a consultation with the library committee or the librarian may lead to a judicious purchase of valuable books of permanent benefit to the town. Even if all the books asked for cannot be bought, in



this way the library authorities can learn what is really wanted by some of the serious-minded citizens. It has been proved a wise plan in some places to ask some of the leading men in each place, doctors, lawyers, ministers, manufacturers, or farmers, to send a list of books, new or old, which they would like to have in the library. It may not be advisable to buy again, but some idea has been obtained of what the townspeople want, and perhaps the very fact of asking advice has kindled interest in the library.

I am always struck in the smaller libraries with the great scarcity of books about art. Theology, biography, travel, and history abound, but art must be studied in the general encyclopedias. In these days of inexpensive pictures and sculptures, which are used with such good effect in the schools, no library should be without the lives of the great masters, or authoritative writers on art like Lübke and Fergusson. A book like Owen Jones's *Grammar of Ornament*, with its colored plates, can do much to guide the taste for decoration, which so often goes astray. Lübke's and Fergusson's histories of architecture are not inordinately expensive, and would familiarize the readers with the outlines of the famous buildings.

To sum up, then, in short, in making a wise selection of books we must first know what the current literature is, and, second, depend on the co-operation of the townspeople and the library authorities to choose those books best fitted for our needs.

MARY MORISON.

### BOOKS FOR CHILDREN.\*

It seems to have been fairly demonstrated that we have as yet no proper standard of values to guide us in the selection of children's books. Reviews fail; they either do not evaluate the book at all, or they lack appreciation of it or of the children who are to read it, or both. Book lists fail, as a rule, through eagerness to get something printed before we know what to print. Articles upon children's reading fail because the people who have written them are not always familiar with children's books, or are not acquainted with the "public library

child." We turn to the books themselves, but, having no standard of values, how shall we judge? How are we to know whether a book is good or poor?

It is not possible to reduce the appreciation of literature—whether books for children or for all time—to an exact science. It is difficult to conceive of any formula for the evaluation of books in general, or the books of a particular class, which would not fail again and again when applied to the individual book through the medium of a personal judgment. We shall not attempt, therefore, to answer the questions which form the substance of our topic. We have endeavored merely to state a question which to all children's librarians seems to be of paramount importance, trusting that we may eventually reach a partial solution of this problem by bringing the thought of many minds to bear upon it.

This collective paper, or, more properly, this collection of ideas upon different classes of books, requires a word of explanation. The contributors were not asked to prepare papers but to furnish ideas and opinions, which should form the basis for discussion of the general principles of selection and of individual books in the several classes considered. The purpose was to present briefly the principles that should apply in each class, and to emphasize these by citation of specific books.

#### I. FICTION.

We were recently asked to make out a list of a dozen books suitable as prizes for a Sunday-school class of boys and girls from twelve to sixteen years of age. We studied a long and carefully prepared list of stories written for girls of this age, and supposed to include what was most desirable. Assuming that the girls had read Mrs. Whitney and Miss Alcott, we did not consider them, and we found not one story which we could recommend as possessing permanent interest and literary value. There were many books which girls read and like, but they did not reach a fair standard for this purpose. We filled out the desired number for the girls with books written for older readers. Far different was our experience with the books for the boys. It was only a

\* Papers read at meeting of the American Library Association at Wankesha, 1901.

matter of choice between a large number, both suitable and desirable, and yet the lists which we consulted had been compiled by the same hand.

In making selections of books for her readers, the children's librarian encounters at the first step this difference in the quality of the books written for boys and those written for girls. Judged purely by the standard of taste, she must reject the greater proportion of those written for girls. When she finds so few that reach her standard she may blame herself for ignorance of the better books, but she must ultimately reach the conclusion that, whatever her own shortcomings, there is a lack of desirable books for girls. However, another most important factor comes into the case on the reader's side of the question. If the librarian is going to meet the needs of her readers she must understand what they are instinctively seeking in books, and she must enlist herself on the side of human nature. She will find at once that a distinct division in the reading of boys and girls springs from the fact that, generally speaking, the mental life of the boy is objective, that of the girl subjective. The boy seeks action in fiction; the girl is attracted by that which moves her emotionally, or relates itself directly to her own consciousness; and the last thing that either of them cares about is the literary value of the book. Hundreds—no doubt thousands—of our college graduates look back to the period when, according to their sex, the "Oliver Optic" series, or the "Elsie Dinsmore" series, played a very important part in their existence. The love of adventure in the boy gave the charm to the books. Adventure he must have, whether he finds it in the tinsel setting of Oliver Optic or the refined gold of Robert Louis Stevenson. And the magnet in the nature of the girl draws to herself something helpful even from Martha Finley; otherwise, she would not speak of the "Elsie" books as "beautiful"; there is something in them which to her represents "beauty." Nevertheless, while justly condemning the Oliver Optic and the Elsie books as cheap, tawdry things, the librarian must seek among better authors the holding quality on the nature of the child which

these books possess. She must search for books in which these elements of interest are incarnated in what we call literature,—books which, while rivalling these in attraction, will at the same time refine and broaden the taste of the reader.

Now, the lovers of Oliver Optic and Mrs. Finley do not take kindly to the classics, and as, in the modern story for young people, few will pass muster as literature, all that the librarian of today can do is to use her judgment and discrimination among those the writers have provided. The boys are readily turned from Oliver Optic to Henty, Tomlinson, Jules Verne, and on to "Ivanhoe," but with the girls the case is hard. The girl tells us that she likes stories about the boarding-school. It is a capital subject. In the hands of a writer sympathetic with girls, of fertile imagination and vigorous power of characterization, boarding-school life affords material for most entertaining combinations; but the literature of the boarding-school has yet to be written. The average boarding-school story has three main characters,—the attractive, impulsive heroine, always getting into trouble; the cruel, cold-blooded, unscrupulous rival, habitually dealing in falsehood, and the teacher, who is singularly devoid of discernment or intuition. The heroine inevitably falls into the snare of the rival, and things are usually set right all around by a death-bed scene, although actual death is sometimes averted. "Louie's Last Term at St. Mary's" is one of the better stories of this kind, and Mrs. Spofford's "Hester Stanley at St. Mark's" is fairly well written, with a touch of the charm of the author's personality. "Chums," by Maria Louise Pool, is one of the worst of its kind, where envy, hatred, and malice run riot through the pages, and the actors in the story are wholly lacking in vitality. The experiences of Miss Phelps's "Gypsy Breynon" and Susan Coolidge's "Katy" are as satisfactory pictures of boarding-school life as we have; and Helen Dawes Brown's "Two College Girls" is a good story. "Brenda, Her School and Her Club," by Helen L. Reed, is a recent valuable addition to books for girls.

In stories of home life Miss Alcott still easily takes the lead, with Susan Coolidge

and Sophie May following in merit and popularity. The boys have an excellent story of home life in Rossiter Johnson's "Phaeton Rogers." The setting is perfectly simple, every-day surroundings, but the characters have the abounding vitality that keeps things moving. The entertaining succession of events proceeds directly and naturally from the ingenuity and healthy activity of the young people grouped together. The book is a model in this respect, as well as in the use of colloquial English, which never loses a certain refinement. Every boy, while reading "Phaeton Rogers," finds himself in touch with good companions; and this is true, as well, in Charles Talbot's books for boys and girls.

The most important books for boys are the historical stories, appealing at once to the hero worship and the love of adventure common to boyhood; at the same time they should give a good general idea of history. The story in historical setting is, also, most desirable for girls, in that it balances the too subjective tendency; it carries the mind of the reader beyond the emotional condition of the heroine; indeed, the heroine has no time to study her own emotions when brought into vital relation with stirring events. Apart from the value of the historical facts imparted is the indirect but more valuable habit of mind cultivated in the girl reader. Vivid, stirring, absorbing stories for girls can be and should be written in this field, which is practically unlimited. Miss Yonge has done some good service here. "The Prince and the Pauper" and the "Last Days of Pompeii" are also illustrations of the kind of work that should be done; they are both strong in the direct interrelation between the imaginary characters and real history, and both appeal alike to the boy and the girl.

Books written with a direct moral purpose seldom achieve popularity with boys, and yet one of the most popular of all their books is "Captains Courageous," which is of the highest moral value, though without one line of religious preaching in its pages. Here the boys are in touch with a real, living character, acted upon and developed through the moulding pressure of life itself; from first to last the aim of the story is

the boy; and yet the moral outcome is simple, natural, inevitable, and manly; it appeals to the common sense, which is strong in boys.

Now when a woman writes for girls on the subject of the transformation of a frivolous butterfly into a girl of sense, instead of giving us character and action with a moral outcome, we have a religious setting with the action of the story and the conduct of the characters bent in every direction to illustrate the motive of the story,—the religious idea.

The plastic nature of the young girl wrought upon by life, fresh faculties brought into activity by the hard knocks of fate or the sunbursts of good luck,—although these things are happening every day in the real life of young girls, we yet await the writer who will put them into literature without sentimentalizing. What we want is the novel simplified; the story told directly, without byways of description or analysis; where healthy young people, neither saints nor prigs, nor creatures of affectation, jealousy, or malice, are acted upon by life and each other in a natural fashion.

Let boys and girls be brought together as in real life; brothers are a good element in girls' stories; and love affairs need not be excluded, if handled with delicacy, common sense, and true feeling. Many books classed as novels are merely stories simply and clearly told, intended for older readers, but far better for young girls than the stories usually written for them. Miss Jeanie Gould Lincoln's stories and Mrs. J. G. Austin's historical novels, some of Mrs. Barr's and Mrs. Oliphant's novels, and a wide range of other interesting, well-told stories can be substituted, if care and discrimination are used in the selection. Fortunately, too, many girls of twelve are ready for Dickens and other standard writers.

However, it is not only through the emotions that these aspirations and desires are ministered to; when the writer can develop this emotion into spiritual enthusiasm, or when she portrays a character of active spiritual force, she has put something valuable into the life of the reader. Here, as always, it is the personality of the writer,

the soul back of the words, that most counts; and it is just this quality of true spirituality which gives value to Mrs. Whitney's stories, in spite of their wordiness, lack of proportion, and forced symbolism, as it is the genuine goodness and pure idealism of Miss Muloch which forms the very atmosphere in which her characters move.

While it is impossible to offer a practical guide to the selection of books, a few suggestions can be made. In the religious stories, for instance, there must be discrimination between those encouraging morbid self-examination, or religious sentimentalizing, and those cultivating optimism and the perception of true values and ideals.

In books of adventure the dividing line would fall between, on the one side, those stories where the hero is actuated by pure love of adventure, or where the adventure is worth while in itself, as in "Foul Play"; and, on the other side, those stories where the hero is merely seeking to exploit himself, and in which the tendency might be to incite boys to reckless escapades for the sake of notoriety.

In the *purchase* of books one must consider the range of the average reader; but in *recommending* books to the individual boy and girl, appreciation of differences in temperament and culture is indispensable.

WINIFRED L. TAYLOR,

*Pratt Institute Free Library, Brooklyn, N. Y.*

## II. FAIRY TALES.

Fairy tales must appeal to the love of the marvelous, and must yet be told with a simplicity that precludes all doubt of their reality in the mind of the child, no matter how improbable the circumstances to our prosaic minds. The language must be simple and dignified. To write a fairy tale, one must first of all be a poet, at least must have the poetic instinct. The child very early absorbs the idea of rhyme. He is sung to sleep with cradle songs, and soothed by jingles, and he does not soon outgrow their influence.

These tales from the librarian's standpoint fall naturally into two classes,—the folklore legends adapted for children (in which, regardless of classification, we in-

clude mythological tales) and the purely literary, imaginative story.

### *Fairy Tales derived from Folklore.*

Fairy tales derived from folklore—stories drifted down from the childhood of the world—were not originally written for children, and perhaps for this very reason they have claimed them for their own. They are not "the artless appeals to all little masters and misses who are good or intend to be good" of John Newbery's time. They have a naturalness which these first books printed especially for children lack; the moral is not too strongly urged. Different versions of the old, old tales reflect in a measure the manners and customs of the country in which they are collected. Fairies are stolid or clever, mischievous or amiable, according to the character of the people to whom the stories were told.

To this class belong the Grimm brothers' "Household Tales," "Icelandic Tales," edited by Mrs. A. W. Hall (tales in which it is the princess or the peasant maiden who rescues the prince, instead of being rescued); the Norwegian tales of Asbjørnsen and Møe, the Grimm brothers of the far North. The collections of Lang, Baring-Gould; and Cruikshank, because of illustrations; Miss Muloch's "Book of Faries" and William Canton's "True Annals of Fairyland,"—should be in all libraries.

Collections of tales derived from Greek and Roman mythology, such as Kingsley's "Heroes," Hawthorne's "Wonder Book," and "Tanglewood Tales," may also be considered as fairy tales derived from folklore.

One of the most exquisitely told of the old Greek fairy tales is that of "Eros and Psyche," adapted by Paul Carus from Apuleius. The story appeals to children, regardless of the religious significance indicated in the preface of the book.

"Fairy Tales from Far Japan," translated by Susan Ballard, is excellent, particularly the story of the "Magic Mirror," which is also found in a charming set of booklets published in Tokio, in English. This set is called the "Japanese Fairy Tale Series," the type, paper, and colored illustrations being all of Japanese manufacture.

"Fairy Stories from the Little Mountain," by John Finnemore, is a good collection of Welsh stories, as is Frere's "Old Deccan Days" of Indian folklore.

"Wigwam Stories," edited by Mary Catherine Judd, are told by Indians, or adapted from ethnological reports and original sources.

Mable's "Norse Stories Retold from the Eddas," Keary's "Heroes of Asgard," "The Wonder-World Stories" of Marie Pabke and Margery Deane, Scudder's "Book of Folk-Tales," and Wiltse's Folklore and Proverb Stories," both of the latter for the youngest readers, the Countess d'Aulnoy's fairy tales, the collections of Laboulaye and the immortal tales of Perrault, we cannot afford to be without, as well as Howard Pyle's "Wonder Clock" and "Pepper and Salt," which retain the old-time flavor and are much enhanced by the author's illustrations.

#### *Literary Fairy Tales.*

Hans Christian Andersen's stories, while based often upon tradition, are excluded by Hartland from the list of pure fairy tales and classed as literary. Yet even the old, old fairy tales cannot, with justice, rival his in the hearts of the children. Their feeling for him has been expressed by John White Chadwick in writing of another:

"But as I muse, I seem at heaven's door  
To hear a sound which there I heard before.  
When Danish Hans that way did softly wend—  
A sound of children making merriest din  
Of welcome, as the old man entered in."

Mary S. Claude, in "Twilight Thoughts," has shown herself a graceful follower in the footsteps of Andersen. Such stories create a tenderness for plants and animals not easily effaced.

It detracts nothing from the interest of the story that what a child calls a fairy tale we call literature. Even Dr. Johnson recognized that "babies do not want to hear about babies." It is a great pity that a child should never meet the knights of the Round Table, or the Charlemagne legends (half history, half romance), or the Homeric tales, outside the dissecting-room of a literature class. Small wonder that a child who heard them there for the first time should exclaim with considerable animus, "I like to read, but I hate literature."

Here is a good field for the "story hour," so successfully introduced in the Carnegie Library, Pittsburgh. That edition which follows most closely the original, or is told in graphic, clear-cut English, such as Morris uses in the "Earthly Paradise" or the "Life and Death of Jason," or Butcher and Lang's translation of the *Odyssey*, is the best. Such a version read aloud is infinitely better than the best dilution by any well-meaning attendant. Skip judiciously, but do not weaken the story. It is not only the plot but the charm of style which we wish to introduce. The argument may of course first be given, that the child be put in sympathy with the situation.

#### *Modern Fairy Tales.*

A good modern fairy tale is a rare article. One may search far and long before finding it. If it is not worth reading twice, it is not worth reading once. In many of these modern tales there is an atmosphere of haste wholly lacking in the good old tales. Fairyland has a government of its own, where neither time nor space has value. It lies "east of the sun and west of the moon."

One of the best collections is "Granny's Wonderful Chair," by Frances Browne,—in the American edition "The Wonderful Chair." It is well written, the interest is well kept up, and the language is befitting the subject. The surest way to test a poor fairy tale is to first read one of unquestionable merit, and to get thoroughly into its atmosphere.

#### *Good Modern Fairy Tales.*

"Princess Ilse," by Marie Petersen, a gracefully told story of a discontented mountain brook.

"Mopsa the Fairy," by Jean Ingelow, and "The Little Lame Prince," by Dinah Maria Craik.

"Lob-lie-by-the-fire," by Mrs. Ewing, and "At the Back of the North Wind," and "The Princess and Curdie," by George MacDonald.

The average modern fairy tale is a jumble of impossibilities, with no continuity of incident, well enough or poorly written, according to the ability of the writer.

"The Magic Fruit Garden," by Marion

Wallace Dunlop, is an illustration of this kind. Two very small children, in abbreviated pinafores, are studying their Monday lessons; one is writing an essay on Perseverance, the other is copying geographical names. By the illustrations, one may judge the children to be of kindergarten age. It is not surprising that they fall asleep, and, to dreamland sent, meet with adventures enough to make the strongest head whirl,—a case of literary delirium tremens.

"Snow Garden," by Elizabeth Wordsworth, is on the whole a good collection; the stories, however, are of unequal merit.

"The Other Side of the Sun," by Evelyn Sharp, is of negative goodness. The witches and wizards are mild and amiable, especial care evidently being taken that no child should be kept awake at night. It does no harm for children occasionally to shiver and shake as poor Hans in the Grimm collection longed to do. The author's satisfaction at the expression the "wymps wimpled" is insisted upon a little too frequently.

"Fairy Folk of Blue Hill," by Lily F. Wesselhoeft, is of especial interest to children about Boston, since it accounts for the granite quarries and pudding stone of the region. It is smoothly written and is not spoiled by slang or pertness.

"Summer Legends," by Rudolph Baumbach. The stories are not altogether fairy tales, nor are they written for the youngest readers. They are gracefully written, although they lose somewhat by translation. The book is in some parts amusing and all the stories are peopled with the wonderful creatures of fairyland.

Other tales seem invented only for the purpose of forcing religious sentiment, or pointing a moral in inverse proportion to the size of the reader. Their authors seem sometimes to have reached Mark Twain's conclusion that "every one being born with an equal amount of original sin, the pressure on the square inch must needs be greater in a baby."

"Pixie and Elaine Stories," by Carrie E. Morrison, is a mixture of fairy tale and religious story. The author speaks in her preface of the stories having been carefully pruned. One shudders at thinking what they must have been before, with such chap-

ters as "The Elaines' Picture of Heaven" and "The Pixie Transforms an Elaine" left in.

"New Book of the Fairies," by Beatrice Harraden, is marred by the suggestion of cruelty to animals. In one story, in place of rubbing the Aladdin lamp, that what one wishes may happen, one must pull the black cat's tail. It is gratifying to reflect that black cats have their own peculiar method of retaliation for such experiments.

#### *Burlesque Fairy Tales.*

Burlesque fairy tales are the most atrocious of all. They are apt to be broad in their humor, full of *fin de siècle* jokes or puns, and modern allusions which mar the poetry of the tale if there is any in it, and create an appetite for facetiousness in books. "Lips wagging, and never a wise word," one is tempted to say with Ben Jonson. . . . Copyright fees should be trebled on this class of books.

Under this head come:

"The Book of Dragons," by E. Nesbit.

"Here They Are!" by James F. Sullivan; full of modern allusions and puns.

"The Pink Hen," by Cuthbert Sterling; a sort of "continuous performance." The pink hen is hatched from a forgotten Easter egg, is driven from the barnyard by her associates and forced to seek her fortune. She links her fate with that of a little girl who has escaped from an ogre, and together they redeem a prince from the curses of bad fairies. The pink hen is continually punning, and the prince while still in the cradle is addicted to smoking.

It is hard to tell how the author of Jewett's "More Bunny Stories" would classify them. We hope not as fairy tales. They are poor from any point of view. The bunnies might as well be ordinary children as anything. They go to lawn parties, play golf, dance the Virginia reel, go to West Point, tell folklore stories, repeat Bible verses, and say their prayers. We are sometimes asked for a Sunday book. For one who must have a special book for that day, this might possibly answer; it is certainly full of moral reflections and pious sentiment; but there is no reason at all for reading it on Monday or Tuesday or Wednesday.

The story closes with a wedding where the happy bunnies are united under a bridal bell, while the strains of the march from "Lohengrin" float in the air.

Humor is not early developed in all children, which is perhaps why a great many do not care for "Alice in Wonderland," and for Stockton's fairy tales,—*"The Bee Man of Orn," "The Griffin and the Minor Canon,"* etc.

Laura E. Richards' *"Chop-Chin and the Golden Dragon"* must also be classed as humorous. It is not as good as the Toto stories.

#### *Animal Folklore.*

Animal folk tales as exemplified in Joel Chandler Harris's stories, *"Little Mr. Thimble-Finger," "Mr. Rabbit at Home," "Daddy Jake," "Uncle Remus," "Story of Aaron,"* etc., are excellent. Brer Fox and Brer Rabbit, the black stallion, and all the animal characters are quite as much realities to the children as Buster John, Sweetest Susan, and the Little Master.

Ortoli's *"Evening Tales"* follows the same general line.

Kipling, too, in the *"Jungle Books"* has won the hearts of the children, and here there is no hint of the "garlic flavor" mentioned by Higginson.

Fraser's *"Mooswa"* also belongs to this class.

A common practice in modern fairy stories is for the author to open the tale in this way: A child falls asleep and enters fairyland via the dream country. Often the child has been sent to bed for some misdemeanor, as in the *"Dream Fox Story Book,"* by Mabel Osgood Wright, or has fallen asleep over his tasks, as in the case of the *"One-Eyed Griffin,"* by Herbert E. Inman, the fairy tales being offered by way of consolation; a reprehensible practice in itself, besides putting one out of touch with the real fairyland. It is too conspicuously "make believe," and leads one to suspect that the author has little confidence in his own production. As "good wine needs no bush," so a good fairy tale needs no introduction or apology. In the real fairyland one cannot easily be ungraceful.

#### *Nature Fairy Tales.*

Nature fairy tales are more than apt to

be failures, and often include a great deal of pertness and cheap talk, in their effort to teach by stealth. (Charles Lamb writes to Coleridge in regard to *Goody Two Shoes* in this way: "Think what you would have been now, if, instead of being fed with tales and old wives' fables, you had been crammed with geography and natural history.")

A conspicuous example of the faults of this class of story is found in *"Sylvia in Flower Land,"* by Linda Gardner. The heroine is introduced as a high-school girl, well-advanced in Latin and mathematics, and amply able to supplement very largely the information which the flowers give her about themselves. Linda strolls into the fields and is told all sorts of facts about the habits of plants by the flowers. The story where the author forgets to interject puns is interestingly told, certainly enough so to attract a girl of fourteen, who has any fondness for flowers. Besides the numerous puns, such glaring sentences as the following condemn it: "I don't know ~~who~~ you mean." "Why, it is a nasty nettle!" said Sylvia. "Nasty yourself," ejaculated the nettle sharply; "why do you come shoving against me?"

McCook's *"Old Farm Fairies,"* gives what Mrs. Malaprop calls "a supercilious knowledge" in its attempt to interest children in insect life, by introducing different insects in the form of pixies, brownies, and fairies. While it has not the faults of *"Sylvia in Flower Land,"* the information is mainly crowded into footnotes and appendices, which, as a rule, are carefully avoided by children.

Mabel Osgood Wright's *"Tommy Anne"* and *"Wabeno"* are more successful; but the same amount of energy spent in making the facts of nature interesting in themselves would be preferable.

While not assuming an absolute censorship in this department, the principle of natural selection may be applied in discarding such books as are characterized by the faults here cited, that we may do our share towards discouraging a taste for facetiousness, flippancy, and poor style in literature. For while these modern, sham, soulless fairy tales soon lose themselves in the over-

whelming mass of printed matter, in their brief existence they have time to accomplish considerable harm. Far better to encourage re-reading the imperishable tales than to gratify an insatiable desire for more. Did not we ourselves again and again shed fresh tears over Cinderella's hard fate, or gasp with bated breath while watching with Sister Ann for that distant speck on the horizon? If children are different today, it is partly because we are helping to make them so.

ABBY L. SARGENT,  
*Medford (Mass.) Public Library.*

### III. SCIENCE FOR CHILDREN.

In the selection of books for children's libraries it is necessary to understand the difference between the aims and methods of the old education and the new.

Until recently the schools have centered their work about man, studying his language, literature, methods of reasoning, and the manner in which he has partitioned off the earth into countries. No importance whatever was attached to his physical surroundings, which form so great a factor in his life and by which he is so profoundly affected. In history, the study of dates, battles, and leaders was all that was required. In geography, the work was almost exclusively confined to a description of the earth, the location of mountains, rivers, cities, and political divisions. Before the establishment of the national Weather Bureau there was scarcely any public interest manifested in the phenomena of the atmosphere and its relation to various weather elements. Many of us can recall from our own experience the picture of the earth divided into zones, but why such a division was made did not come up for consideration.

What are we now aiming to do for the child? We are looking beyond the mere cultivation of memory; and we desire to increase the child's point of contact with the world, to bring him into closer relationship with the life about him, to broaden his sympathies and to develop the powers of observation and reason. In so far as we are able to accomplish these results, we shall make him happier by enabling him to understand the great laws that govern the

universe. The child is learning that the facts of history are the results of causes, that they are the working out of great principles, and that by the comparison of the past with the present he may be able to judge of the future. From a study of the physical features of the earth he learns that slopes determine the course of rivers, and that cities are dependent for their growth upon physical environment. The consideration of the weather enables him to understand the state of the atmosphere about him, its effect on climate, the cause of storms, and the different action of solar energy on air, land, and water, which renders possible life upon the earth. Science demands an investigation of the growth and habits of plants and animals, the relationship of one form to another, the function and adaptation of parts, the effect of surroundings, while form and structure are results, not ends.

We want to lead the child from results back to causes. The possession of a vast number of facts, unrelated among themselves, is valueless and even harmful, for the child does not look upon nature as a whole. Nature-study, perhaps more than any other subject, leads the child into sympathy with his environment. He observes carefully and thoughtfully and thus the individual is developed. From personal contact with nature he gains the power of accurate observation, correct thinking, and judgment; thus strengthening his moral character. If this is the effect of nature-study upon the development of the child, the question comes to the librarian, "What principles shall guide me in the selection of books that the library with which I am connected may be of assistance in accomplishing these results, and meet the demand of modern education?"

A book for children should be attractive. The exterior should present a harmony of color and tasteful decoration. The text should be printed with clear type upon good paper and should be well illustrated. Colored plates are preferable, provided the coloring is good, otherwise uncolored illustrations are far more desirable. The text should be clear, simple, and scientifically correct.



The new scientific book differs from the old. The old-style book gave dead results, no sympathy in or interest for life was aroused, no suggestions were given for first-hand observations of nature, consequently the book failed to stimulate a desire for personal investigation that could be verified by the recorded work of others. The new scientific book not only gives results but a detailed account of the methods employed in obtaining these results. The reader is interested in trying the same experiments, gains a sympathy and interest in the wonderful life history of a plant, bird, or insect, develops a tenderness for life, and feels that all nature is a sympathetic unit.

Within the last few years the interest that has been aroused throughout the country in "nature-study" has caused a great demand for this class of books. Writers and publishers have hastened to meet the demand, and as a result the market has been flooded with books that were made to sell. Too often the writers have not been scientific persons, and as a result the books have been mere compilations, or were not true to facts. They lacked the true spirit of science. Other authors have not separated the element of fiction from that of science, thinking that the child could only be interested in nature by means of a story. The writer of this paper does not believe that science books should be made story books. "Tenants of an Old Farm," by McCook, is a good illustration of the combination of the science and story element. The author is a naturalist, and whatever facts are presented may be accepted as being as nearly correct as it is possible to make them, since they represent the results of careful personal observation. The author himself did not believe that the truths of nature were so unattractive that they needed to be woven into a story in order that the book might find its way to the general reader. Then why did he employ this method? He was persuaded by his friends to change the original plan of the book and presented it, after much hesitation, in its present form. The book has thereby lost much of its usefulness.

Another element that many authors have employed to a greater or less extent is per-

sonification. That the value of a book is lessened thereby and its power over the reader greatly decreased is beyond question. There may be some excuse for a limited amount of personification in the treatment of bees, wasps, or ants, but the majority of forms of plant and animal life does not need the human factor in order to make clear life-relationships. Grant Allen, in his "Story of the Plants," has described the use of the stamens and pistils as "how plants marry" and the modes of fertilization as "various marriage customs." Allen Gould, in "Mother Nature's Children," speaks of the "snakehead" fish and its young as "Mr. and Mrs. Snakehead and their babies," and of the seed-vessels of plants as ways the mother plants have of cradling their babies.

This method of treating nature's truths does not make the facts any clearer to the child; it only tends to diminish the grandeur of that truth. Some writers have considered it desirable to embody the thought in terms that are already, or are supposed to be, familiar to the child, that he may be able to grasp the truth. The author forces upon the child a double task, since he must first search to get the thought as it appears and then search for the concealed fact. This process is not liable to be successful. Mrs. Dana, in "Plants and Her Children," uses the term "sweet stuff" for nectar, "watery-broth" for the cell-sap of plants. The food of plants is spoken of as the "plant's bill of fare," and in expressing the fact that the crude sap which is taken up by the roots needs to be converted into elaborated sap before it may be used as food, she says: "When the watery-broth is cooked in the sun, the heat of the sun's rays causes the water to pass off through the little leaf mouths. Thus the broth is made fit for plant food." Must not the child possess some scientific knowledge before he will be able to understand the author's meaning? "Plants and Her Children" is a valuable book, but would not its merits be greatly enhanced if the scientific facts were told in simple language? They certainly have interest enough in themselves to be attractive to the child. Books like Hooker's "Child's Book of Nature"

should be discarded. They represent the old scientific thought. No sympathy or interest in life is aroused, no relationships are suggested, no adaptation to environment is shown, no incentive is given for personal observation. Why should we cling to the old when a book can be obtained that will more nearly satisfy our needs?

There is often a great difference in the individual merits of books by the same author. Mabel Osgood Wright's "Birdcraft" is valuable, while "Tommy Anne and the Three Hearts" and "Wabano" are the reverse. The last two represent a type of book that should not be included in a science library. The fairy and story element so greatly exceeds the scientific as to render the books absolutely valueless, nor are they a success from a literary standpoint. No book in which the author wanders from one subject to another, in such rapid succession that the reader has difficulty in following the thought, or is so vague that an effort must be made to understand the topic treated, can be of much practical value. The greater number of the Appletons' "Home Reading Books" possess little merit. The selections were not written for children; they lack simplicity, are not attractive, and are too technical. The article "The Life of Plants" in "Plant World" would require two or three readings by an adult in order to understand what the author was discussing. The best books in this series are Weed's "Insect World" and Holden's "Family of the Sun" and "Stories or Great Astronomers." Such books as Fanny Bergen's "Glimpses at the Plant World," Carpenter's "Geographies," Kear-ton's "Our Bird Friends," and Weed's "Stories of Insect Life" represent the style of book that the elementary science of today demands. We do not wish to make scientists of the children, but by means of the best books on nature-study we would prepare the way for elementary science. *Nature-study* is not *science*, for science is classified knowledge. So far as possible let the elements of personification and fiction be omitted. Do not select books that are too technical or vague, that are not well prepared the way for elementary science. Then our libraries will contain books that

will incite the self-activity of the child and arouse the spirit of investigation; books that will stimulate observation and inculcate a spirit of tenderness and love for all life.

ELLA A. HOLMES,  
*Assistant Curator Children's Museum of the  
Brooklyn Institute of Arts and Sciences.*

## RURAL FREE DELIVERY AND THE LIBRARY.\*

The greatest boon ever conferred upon farming communities by the United States government has come with the dawn of the twentieth century. It is that of free rural mail delivery. Through this new agency, isolated people may come in contact with the great outside world through the medium of the daily paper. As an evidence of this, an example may be cited of a county in which in former days there was but one rural subscriber to the daily press, while at the present time sixty-nine families are reading the morning journal; and the death of the Queen of England is known almost as soon twenty-six miles from Tomahawk, Wisconsin, as it is in New York city.

Rural mail delivery offers the opportunity for which those interested in library extension have long waited, to secure to farmers the same privileges as are enjoyed by city folks, and it should lead to the establishment of many new county libraries, or the conversion of city libraries into such institutions. In lieu of this, municipal libraries should extend their privileges to farmers without cost, or by arrangement with the boards of surrounding settlements. Many rural letter-carriers will be found willing to collect the lists of books desired and deliver the volumes free of charge, or for a mere pittance. The drawback to the delivery of a single volume rests, however, in a postal regulation which prohibits the carriage of packages under four pounds in weight without being stamped at the usual book rate, though larger packages may be carried by private arrangement. This ordinance makes the issuance of single volumes somewhat expensive and hinders the operation of the

\* From Library Journal, May, 1901.

new system. The advocates of library extension are working for the abolishment of the regulation, so far as it pertains to the distribution of books from free libraries. Traveling libraries have done a wonderful work in bringing good books into the homes of isolated farmers, but a traveling library has its limitations. It must cater to the wants of the many with its miscellaneous selection, thus neglecting the would-be scholar whose interest centers on a particular line of study. Again, unless traveling libraries are constantly reinforced with new books, but little opportunity is given rural readers to learn of new discoveries in science or of the world's progress from month to month. A community, for example, that is, a circuit of thirty boxes exchanged every six months, would be fifteen years behind the times in the world of science and history at the expiration of the circuit of boxes, were not constant additions made of volumes pertaining to current topics. With rural free delivery of books, an inquirer need not wait more than twenty-four hours for the receipt of the latest works on the world's progress. It should be the pleasure of librarians everywhere to see to it that the wants of the rural neighbors are supplied, making their libraries veritable sources of information, inspiration, and refreshment to those who will most appreciate and profit by the blessings conferred.

L. E. STEARNS.

#### **DURABILITY OF LEATHER IN BOOK-BINDING.\***

I have read with great interest the article in the *Library Journal* for July, 1900, entitled "Leather for Bookbinding," by Mr. S. H. Ranck, in which he quotes copiously from a paper by Mr. Douglas Cockerell. Having been a manufacturer and dealer in bookbinding leather for the past twenty years, I am peculiarly interested in the question of the durability of the article.

In the quotations from Mr. Cockerell's article, all the blame for the lack of strength and durability in present-day leather seems to be placed on the use of sulphuric acid in coloring, and Mr. Cock-

erell seems to think that excessive heat is only injurious on account of the acid in the leather. He says: "That heat theory would account for the damage were it not that old bindings that have been exposed to the same conditions are often found comparatively uninjured side by side with those on which the leather is utterly rotten."

I know from my own experience that heat and dryness are very bad for all kinds of leather, and tend to weaken and harden them. It is true that all leathers except black are put through what is called a clearing bath of weak sulphuric acid before coloring, which whitens the leather and makes the color take evenly, but then this has always been done, with the old style of wood colors even more than with aniline dyes, so that this would hardly account for the present-day leathers being less durable and lasting.

Mr. Ranck, at the end of his article, says: "Mr. Cockerell's article is a strong indictment of modern methods of tanning, so far as durability is concerned," although he fails to quote anything from Mr. Cockerell's article in regard to the weakness of the present-day tanning.

The tanning methods of today are, without doubt, very different from the methods of past years, nor would it be possible, on account of the present consumption of bookbinders' leathers, to come back to old methods.

All sheepskins nowadays are pickled, and this pickling mixture has strong sulphuric acid in it. This might account for sulphuric acid being still left in sheepskins and skivers after the tanning process, and the writer believes that uncolored sheepskin bindings will be found to last no longer than colored ones.

The old method of tanning, when skins were packed away in pits with layers of the tanning material between them, and were there kept moist for weeks and months, while the tannic acid soaked into them, certainly made better leather than the present methods of forcing the tanning process. But, as said above, it is impossible to come back to this method, both on account of quantity and price.

It is my opinion that seventy-five per cent

\* From *Library Journal*, July, 1901.

of bookbinders' leathers manufactured today are used for ephemeral publications, which are not expected to be used or kept more than a year or two years at the outside, so that economy in the cost of leathers for this kind of binding is quite a consideration, and has had the effect of reducing the price of all kinds of leathers, even when the book is of a lasting character. It has become important, also, to reduce the labor cost in binding, so that the binder today insists on thinner leathers, that may be more easily and more cheaply worked than in old times.

The customer, too, expects much cheaper binding, even for the books which he intends to keep and use, and is only willing to pay from fifty cents to a dollar for re-binding a single book, when in old times he would pay from two to five dollars, and the manufacturer in all lines has to meet the new wishes and ideas of his customers.

In regard to cloth and buckram bindings, I think, if this subject is carefully looked into, it will be found that if the book is used it does not last as well as the better kinds of leather, such as morocco, cowhide, and perhaps even the despised roan. But if not used it will certainly stand time better than any leather tanned by either old or new methods.

Now, what remedies can be suggested for the present difficulty?

First. Libraries should be willing to pay fair prices for binding or re-binding their books, and not huckster them around to three or four different binders, using one price against the other till of necessity the binder is forced to put cheap and poor leather in his binding to be able to make any suitable profit out of the work. Pay a good price for the binding, and insist on having good, heavy leather of either morocco or cowhide in the binding of the books that will be constantly used. See, especially, that the leather used is heavy, as it is the desire of every workman to use thin leather, for it makes his work much easier. Skiving and working heavy leather over the bands and around the ends of the book is a difficult job for the ordinary bookbinder of today.

Second. Insist that the bookbinder also

shall be willing to pay a fair price for his leather, and buy it of responsible houses, and he will be less likely to get undertanned, or what is technically called starved, leather.

Undertanned leather is always brittle and weak, and every day adds to this till at last it almost literally falls apart, while a really dead tanned leather will stand the action of both time and heat.

When it can be managed, a little addition of oil to the back of the leather adds greatly to its strength and durability, and this can be done with heavy leathers, but on thin skins oil cannot be used, because any oil coming through to the surface of the leather stops the gold from taking.

Finally, I wish to make a little suggestion in regard to black, or very dark blue or green leathers. Use them as little as possible. All leathers of this description are made with acid, generally vinegar and iron, and of course this tends to rot the leather, especially as no, or least very little, oil can be put into bookbinders' leathers. If we could fill our leather with oil, as the leather of shoes is filled, the strength and lasting qualities would be much improved; but this is impossible.

WALTER PYLE.

The Josiah Carpenter Library, dedicated at Pittsfield August 21, is a model structure. The entire building is 56 feet long by 31 feet wide. Of this area a space 19 feet 7 inches by 30 feet is devoted to the stackroom, with a capacity of 12,000 volumes, and a space 26 feet by 30 feet to a general delivery and public reading-room. The inside finish is of natural oak, and the ceilings are of steel. Special attention has been given to fire protection. The building was the gift of Josiah Carpenter of Manchester, a native of Chichester, but for many years a resident of Pittsfield.

Other new library buildings dedicated during the month of August were the Hampton Falls Public Library, August 30, and the new building at Newfields, August 21.



THE NEW YORK  
PUBLIC LIBRARY  
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# BULLETIN OF THE NEW HAMPSHIRE LIBRARY COMMISSION

NEW  
SERIES.]

CONCORD, N. H., DECEMBER, 1901.

[VOLUME II.  
NUMBER 4.]

## BOARD OF LIBRARY COMMISSIONERS.

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The annual meeting of the New Hampshire Library Association will be held on January 29, 1902, at the State Library in Concord, N. H., at 11 o'clock.

This meeting will undoubtedly adjourn to meet at the public library in Pittsfield, N. H., on the following day, Thursday, at 2.30 o'clock.

The election of officers, the proposed change in the constitution (the notice of which will be sent to members), and any other necessary business will be transacted at this meeting in Pittsfield. A full attendance there is desired. A program is being prepared to interest teachers, pupils, parents, librarians, and all readers.

## PICTURES,—IN A MODEST WAY.

When zealous librarians get tired of routine work,—zealous librarians are not supposed to get tired of work but sometimes they reach the point where they welcome change even if they do not ask for rest,—they will do well to find ready to their hand something a little out of the regular course, that pleases in the doing and that is of value

when done; somewhat as an industrious housekeeper keeps a bit of embroidery where she can take it up when she gets tired mending. This sugar-coated labor, or embroidery, or whatever one may please to call it, we find in our picture work.

## HOW WE BEGAN.

Years ago, as each season we made up our periodicals for binding, we fell into the habit of carefully looking over all the stray publications whose destination was the junk-shop, to see if there were in them anything the preservation of which would be of any value to the library. Sometimes there was the portrait of some author that seemed good enough to cut out; occasionally there was something that illustrated costume; and once in a while, copies of famous paintings. All these pictures we cut out and laid in cardboard portfolios to keep them flat, and through the year we frequently found that material from these little collections supplemented in a most convenient way our resources and sometimes furnished information that our books had failed to supply; so we came to have for them that regard that one has for a useful and valued tool. But frequent handling soon destroyed the flimsy paper on which the pictures were printed; so finally we mounted them, regularly and systematically, on tag-stock and matboard, and thus, almost before we knew it, we began to have a collection of pictures.



### HOW WE MOUNT.

In the actual preparation of pictures for circulation we have found it of much importance that the mounts shall be of uniform size, so that the edges shall stand even as they are filed away in drawers. The largest size, 16 x 24, takes the double-page illustrations of the weeklies, and the next, 16 x 20, many of the colored supplements of the art magazines. On the next, 16 x 14, we mount by far the larger number, finding it convenient to handle and satisfactory in effect. On 8½ x 11, and 6 x 7, we put the penny pictures and many small photographs and prints.

We trim the picture carefully so that the edges shall be clean and true,—for this a large pair of shears like those used by paper-hangers is convenient,—select the mount on which it looks best,—a picture that looks positively shabby on one color sometimes looks quite respectable on another,—paste it with smooth paste around the edges only,—if it is pasted all over it curls,—and then putting the picture exactly in the middle of the mount, we rub down carefully and firmly, from the center outwards, all around with a soft cloth. Then they go under a pile of public documents for a day or two, till they are perfectly dry, and then are stored in piles, alphabetically by artists or subject, in a case of drawers that happens to be our only place for keeping. We do not accession them, but we make a small card catalogue which does for both shelf-list and finding-list; and soon we hope to have cardboard portfolios in which to send them out in circulation; but so far we have had to be content with manila envelopes, and just doing them up humbly in strong paper.

### WHAT WE MOUNT.

Not everything that just merely looks pretty, but things that have a reason for being. The minute one begins to save pictures he is embarrassed by the necessity of selection. They come from everywhere; advertising sheets, specimen pages of books, railroad circulars, magazines which the owners are glad to get rid of, publisher's catalogues,—everywhere. We save, 1st, all cop-

ies of paintings or other works of art, knowing that sooner or later somebody will be studying the artist and be glad to get that copy.

2d. All portraits of authors or famous people.

3d. Everything which illustrates travel.

4th. One specimen each of the work of the different book illustrators.

5th. Anything which illustrates a given subject. For example, a colored full-page print in a catalogue which the mail has just brought in gives a fac-simile page from a rare, expensive, inaccessible work, block-printed. This we shall keep under the subject of printing.

### WHO USE THE PICTURES.

First and most, the study clubs. These clubs multiply so rapidly and take up such a wide range of subjects for papers that a librarian is kept pretty busy who tries to see that each individual has enough material for her topic. Members of these study clubs bring their programs to us at the beginning of the season and later come for pictures as confidently as for biographical material.

Then the art teachers and students call for them, finding suggestions for design and copy for adaptation.

And the teachers have special preparation made for them. For use with their pupils there are different sets, the Washington set, the Lincoln set, the Longfellow set, the portrait and the homes making four or five pictures in each set,—and twenty copies of each picture in the set, so that each child in the class may hold a copy as they talk about it.

And the children themselves. They love the pictures and would use them to pieces in no time if allowed to do so. It is hardly possible to over-estimate the value of the work that might be accomplished directly with the children themselves, had we time to do all that we see the way to do.

And indeed the question of time is a serious one, for, of course, all this picture work is done not in place of, but in addition to the regular work. Our practice is to do something once a week. On Thursday,—we chose that day because it is rather a light one at the desk,—some one of us does some-

thing in the picture line. If it happens to be rainy, there is time to mount quite a number. But sometimes we do only a little bit, and that only by pushing something else aside. Still by dint of keeping things ready, this persistent effort, well-directed, enables us to keep a little ahead of the demands that we know are coming.

#### WHAT WE HAVE.

From pictures that cost nothing to pictures that cost but a cent apiece was an easy step and so we bought sets of the inexpensive prints. There has been a tendency on the part of some people to disparage the value of these cheap reproductions and one clever writer in a recent magazine humorously set forth his fitness for a certain position "because he could recognize the masterpieces of art, even when disguised as penny pictures." This is amusing, but it is really fair to say that these cheap pictures do most excellent service, and used intelligently, assist both the memory and the imagination. We have the Perry and the Brown pictures at a cent apiece, the Cosmos at two cents; extra sizes of all three at four, five, and six cents; the Prang platinettes, really fine reproductions, at five cents; and we buy photographs, and what are called colored photographs but are really lithographs, at prices from ten to fifty cents each, according to the size.

It would be delightful to be able, like some of the wealthier libraries, to buy freely the fine large copies of old masters that best minister to that art study which has for its purpose the development of the æsthetic nature. But we have found great pleasure in using what we had, knowing the possibilities of starting impulses and stimulating desire. "Progress in art," says Robert Louis Stevenson, "is by learning to enjoy." This education in enjoyment has seemed to us a legitimate object, to be sought by offering varied pictures that should appeal to simple and unformed tastes as well as to the more cultivated student.

As I write this little paper, there are on exhibition in our library a set of beautiful photographs of Venice and Venetian scenes and art, loaned by the Library Art Club. People who have been to Venice are de-

lighted with the faithfulness with which its scenes are reproduced, and people who have never been there but are interested in art and history study with pleasure the fine detail of palace and fresco. But there are other people in our town who care little for all this. Venice is to them some far-away place of which they little know or care. So for them, by-and-by, there will be our little collection of Madonnas; and before these they will stand with a susceptibility to impression quite lacking now. For the Mother and the Babe,—that they know and understand.

It is too early yet in the history of picture study to predict its permanent place in library work; but though it is still in an experimental condition, it has gone on far enough to be measured by successive stages of its own progress; and we have certainly found that for the time and thought and money used, no similar expenditure has brought a larger return of satisfaction to our best class of library users.

CAROLINE H. GARLAND.

#### LIBRARY ECONOMY.

There are several definitions to the word *economy*. One is, "any practical system by which means are adapted to ends"; another is, "carefulness in outlay," and most of us are troubled in fulfilling the requirements of that second definition. No library has money enough. Just as soon as we have a dollar for one thing we need two for another. We could do so much if we only had the money, but we haven't, so we won't try to do anything. That is where we have made the mistake, in not trying. Are we quite sure that there is not some little extravagance somewhere, some leakage, one dollar expended here that should be expended there? There is that hickory tree and that cherry tree. The members of the staff share the nuts and cherries, but hickory nuts are worth \$1.25 a bushel and that tree yields 33 quarts. If we sell a bushel it gives us \$1.25 in cash and one quart for the members of the staff to eat on a rainy day behind the stacks.

We may do much to make our library attractive by posting book notices or making



picture bulletins. If we cannot afford cardboard for the lists we may use the old calendars we have on hand. Some of them are mounted on excellent cardboard of different tints. Every circular or book catalogue that contains pictures should be saved. These pictures are very useful when one is making a bulletin. Even advertising pictures may be used to advantage. The paste may be inexpensive, for flour paste, cooked over the kitchen fire, with a little carbolic acid to preserve it and a little alum to keep it firm, is better than any paste on the market and costs very little. If red ink is used it can be made for almost nothing with aniline dye and usnic acid dissolved in hot water.

One can save much stationery by using the backs of old letters and advertiser's circulars for notes and for drafts of reports. The backs of spoiled catalogue cards make good shelf lists.

One library had some out-of-date book plates, the backs of which were just right for taking notes at the loan desk.

Envelopes may be used in the same way; the large manilla ones in which circulars or reports are sent us may be used in sending our reports if they have no printing on them. When one purchases stationery she should get it in single sheets because it goes much farther. Penholders and pencils that answer all purposes and last as long as more expensive ones, may be purchased at ten cents a dozen. No one will think of purchasing blotters when by going to the insurance agent she can obtain all she needs. Pens that have been used for fine work may be saved for rougher work, such as lettering books and express packages. An old pen is better than a new one for such work. Instead of having rubber rings costing one cent each for the newspaper rack, the rubber bands costing much less may be used.

A mimeograph costs about fifteen dollars but, with one, a small library has little use for a printer. The stencils may be carefully rolled and used next time for the same form, and if they are carefully cleaned with benzine or kerosene the part that has not been marked may be used for another form. With the aid of the mimeograph one can call the attention of teachers and clergymen to certain books, send notices to directors of

meetings, acknowledge gifts, call in overdue books, notify people who have desired books purchased; and send to other libraries for books on the inter-library loan and have a reserve system charging the person who requests the reserve one cent. Even the reader's and book cards and the registration slips may be made with a mimeograph. All notices except possibly overdues should be on postal cards for it saves one cent and all stationery.

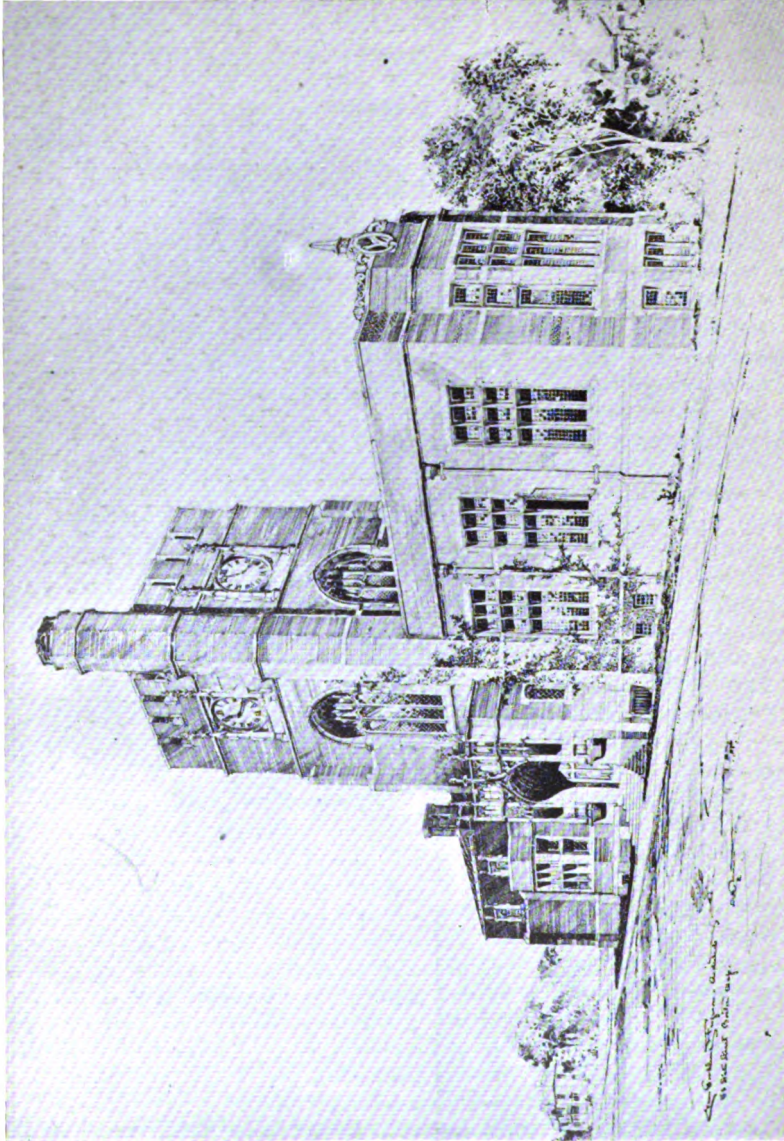
Many libraries spend too much in binding. Oftentimes a book is sent to the bindery and withdrawn from circulation for months when it could have been mended in the library just as well. The person who does the mending must know how. She must be very careful how she uses paste and thread or she will spoil the book, making it cost more in the end than if it had gone to the bindery. Only a very little paste should ever be used, and that only on the edges and leaves. Whenever possible the book should be sewed instead of pasted. A book that is out of its covers may be carefully sewed, signature by signature, onto cloth and the cloth onto the case, practically rebinding the book, but when the book is finally sent to the bindery the stitches should be taken out. Binders for volumes of periodicals may be obtained of the Weiss Bindery Company, Toledo, for thirty-five cents. These binders may be used permanently in a small library.

Too much money is often spent on supplies, when one can obtain less expensive supplies which are as good in her own town, but she must give careful instructions about them or they will not be satisfactory.

Money may be saved on repairs if the library has a hammer, a screwdriver, nails, and screws, a file, a plane, and a saw. A carpenter always charges good prices for small repairs.

The furniture should be kept looking new by rubbing it every few weeks with furniture polish or kerosene oil. A coat of varnish once a year will improve cheap furniture. Every library should keep varnish and turpentine in stock. If the library has radiators they may be gilded by the janitor or a member of the staff, thus keeping them looking well at a very little expense. The bronze or silver for gilding should be mixed





NASHUA PUBLIC LIBRARY BUILDING.

in a liquid formed of equal quantities of turpentine and varnish and put on with a brush when the radiators are slightly warm. The prepared liquid costs more than the bronze, which may be purchased in hardware stores and paint shops at one dollar a pound. There are many things which the janitor can do if he is employed full time, such as painting floors and rusty drain pipes, and making cupboards and shelves. It is surprising how many libraries lighted with Welsbach burners hire them put on, when any one can do it. Many libraries make their outdoor signs such as "Keep off the Lawn." It isn't necessary to have had lessons in order to make plain signs.

Every library should have an oil stone for sharpening knives and ink erasers, thus keeping these tools in good condition and saving many twenty-five cent pieces. Old books make fine fires in the fireplace, but public opinion does not approve of that, but old publisher's circulars, after all the illustrations are taken out, may be used that way.

A library has many gifts, and I believe in taking everything, books, papers, periodicals, furniture, even old rickety chairs. It is not necessary to use them immediately and sometime they may come in handy. If one takes what is given her she will have more given her. Never refuse old magazines, accept them gratefully, sort them, and some day you will find they are what you need for filling gaps in sets. The few that you do not wish you can give to a smaller library that has none. Each librarian will find many other ways of economizing. Never mind if some people do call it parsimony instead of economy. If one has but little money she must make that little go as far as possible.

GEORGE STOCKWELL.

## HISTORY OF THE NASHUA PUBLIC LIBRARY.

Although the people of many of the Massachusetts and New Hampshire towns established libraries of a quasi public nature in the latter part of the last and the first years of the present century the need of such an institution was not felt by the early settlers of old Dunstable, or if it was nothing came

of it. Having the example of nearby towns before them this neglect is not easily accounted for, but it is quite probable that the poverty of the people, the great extent of the township, and its sparsely settled condition were responsible for it. Not until 1850, years after a thriving village near the banks of the Nashua river had succeeded an essentially farming community, was a library deemed of enough importance to be seriously considered by the people. In that year a few of the leading citizens founded the Union Athenæum. The Athenæum was of great service to the town, but a private institution maintained by individual subscribers is necessarily limited in its scope. To be of the highest value a library must be supported by the public for the public good.

While this fact had come to be realized, no definite action was taken, and to Miss Lucy F. Thayer belongs the honor of making the initiatory. During the war of the Rebellion the women of Nashua, like those of most Northern cities, formed a Soldiers' Aid Society. While the great struggle went on they did much for the men at the front, only ceasing to be active when the need for their humanitarian work had come to an end. March 15, 1867, the society held a reunion at Mrs. Isaac Spalding's; when, perhaps more in a spirit of fun than otherwise, some one asked if there was not something they could vote upon. At this Miss Thayer, president of the society, brought forward the subject of a public library. There was much discussion, but her suggestion finally gained favor, and before the meeting adjourned it was voted "to hold a levee and fair to raise money for the establishment of a free public library in Nashua, provided the idea should meet with the approval of the citizens generally." The scheme was heartily indorsed, the fair held, and over a thousand dollars realized. The money thus gained was given for the benefit of the library without restriction or condition. The women now living and residing in Nashua who were active in the enterprise are Lucy F. Thayer, Kate M. Thayer, Sarah Kendall, Mary A. Baldwin, Mary E. Law, Henrietta Prescott, Julia Tilden Gray, Mary E. Hunt, Mary Hammond, Lucy Baldwin, Lucy Courser Greenleaf, Maria Laton, and Clara Bowers McKean.

Not only did the members of the Soldiers' Aid Society hold a fair but they asked the Union Athenæum and the Nashua Manufacturing Company, which had a small collection of books for the use of its operatives, to help the cause by giving them to the city. These two collections, with that of the Agricultural Library, consisting of between two and three hundred volumes, were secured and formed the nucleus of the new library. Strange to say, the work which the women of the Soldiers' Aid Society did for the library has never been fully recognized, even the records of the Nashua Public Library giving most of the credit to citizens in general and to the Athenæum.

In April, 1867, the Union Athenæum voted to give their property to the city, and at a meeting of the citizens held during the same month a committee was appointed to confer with the Athenæum officials and the city council. The preliminaries were easily arranged, and on the tenth of May the council accepted the Athenæum gift, agreeing to raise not less than one thousand dollars annually for the use of the library and provide suitable rooms.

The early days of the Nashua Public Library, unlike those of many similar institutions, was not a time of struggle for existence, for at its opening it possessed about three thousand books, had a fund of over one thousand dollars, and an assured annual income of one thousand dollars. From Athenæum to public library was but an evolution to meet changed conditions.

During the autumn and early winter of 1867 preparatory work was done, and on February 8, 1868, the Nashua Public Library was opened to the people.

The report of the librarian, made a few months later, shows there was not only a need for the library but that it was appreciated, for during that time, a period of less than six months, nine hundred and fifty-six cards were issued and the average monthly circulation was two thousand volumes and the daily average seventy-seven.

Like most public libraries the board of control is over-large, a condition which nearly always proves detrimental rather than beneficial to the best interests of such institutions. From the first there have been

seven trustees, together with the mayor and president of the common council, who are *ex-officio* members of the board. This board is practically self-electing, and while women have done so much for the library, but one woman has ever been honored with an appointment as trustee.

In its early days the trustees not only managed the library but also added to its income by an annual course of lectures which were well attended and successful but changed conditions caused them to be abandoned.

The library at its opening and for many years after was housed in rooms in the second story of the County Record building and the public had access to it but a few hours weekly. William A. Burns was the first librarian, receiving for his services but one hundred and fifty dollars annually. His official career was short, for when, a few months later, the trustees in order to more fully accommodate the public, voted to increase the opening hours, he asked for a salary of five hundred dollars per annum and it was thought expedient to engage another's services.

Following the resignation of Mr. Burns, Miss Emily Town was elected librarian, serving until November, 1875, when she resigned and Maria Laton was chosen in her place, and when in July, 1889, she resigned Harriett Crombie succeeded her and still holds the position.

The growth of the library although not rapid, owing to the small appropriations in its early years, was such that in 1892 the trustees were forced to consider enlarged quarters, and in that year it was moved to the store in the rear of Odd Fellows' block. At that time the advisability of purchasing a lot for a building was discussed and a committee appointed to consider the matter.

On the sixth of September of the same year two public-spirited and generous women, Mrs. Mary A. Hunt and Miss Mary E. Hunt, gave fifty thousand dollars to the city as a memorial to John M. Hunt, their husband and father, for the erection of a library building, on condition that the city furnish a suitable lot.

This splendid gift, the largest and most

important ever received by the city of Nashua, was accepted by the authorities on behalf of the people, was most favorably commented on by all citizens, and was such that under ordinary circumstances would have made this institution the most important municipal library in the state.

The committee chosen to select a lot, after considering all available sites, decided upon what was known as the Greeley lot, situated a few rods north of the Main-street bridge, surrounded on all sides by streets and commanding a splendid view of the entire Main street. Then trouble began. Some of the citizens objected to the location selected, the city authorities failed to keep faith with the donors, the aid of the courts was sought, and for the third time in the history of the community Nashua realized what it was to be at war with itself. While this was due mainly to a few men the entire community was brought into disrepute, the city put to thousands of dollars expense and the prosperity of the library greatly interfered with. In the meantime, three of the four banks in which the money had been placed failed, and for a time it looked as if the people would never realize anything from Mrs. and Miss Hunt's generosity but in 1900 plans were authorized to be procured and the outlook, which had been so dark, brightened. In the autumn of 1901 the old buildings on the lot chosen some eight years before were removed and the work of putting in the foundation of the new building was begun.

The design selected by the trustees shows a building unique in design, of modified Gothic architecture, which while strongly suggestive of the college buildings at Oxford, England, especially those of New College, is original in treatment. Cruciform, with a large tower eighty feet high rising from the low transverse sections, the building is entirely different from any to be seen in the city. Considered architecturally it will undoubtedly be the most perfect structure in Nashua, if not in New Hampshire. Built of red brick laid in white mortar, with trimmings of sandstone, it will present a solid and dignified appearance entirely in keeping with the uses to which it is to be put. In its interior arrangement it is complete and fully adapted to the requirements

of a modern library. The architects are Cram, Goodhue & Ferguson, of Boston.

Owing to small appropriations and limited quarters, not well adapted to the uses to which they are put, the library has not adopted modern methods to the extent of other cities. Not until 1892 did the city raise more than the one thousand dollars agreed upon at the time of the opening of the library. In 1892 an extra appropriation of five hundred dollars was granted and since that time the amount has been gradually increased until now it is five thousand dollars annually.

There are now about twenty-two thousand books in the library and during the last ten months the circulation has been fifty-seven thousand two hundred and eighty-eight, a daily average of two hundred and twenty-five. About thirteen hundred volumes have been added in that time.

After much discussion a reading-room was opened in 1894. This has proved a most valuable addition to the library and during the last ten months more than sixteen thousand people have taken advantage of the privileges which it affords, and over one thousand volumes from the library proper have been used by its patrons. It is open every week day and Sunday afternoons.

The growth of the library has been slow, much slower in fact than most institutions of its kind, but it has had much to contend against. Its future is, however, bright, and only a want of support on the part of those who make the appropriations and a narrow policy on the part of the trustees can prevent the Nashua Public Library from becoming a most popular and useful educational factor with all classes of the people and entirely worthy of the city.

LEONARD FREEMAN BURBANK.

### WHAT EDITION TO BUY.

Two of the most perplexing questions which confront a committee when selecting books for a small library with limited means are, what authors to choose, and, next, what editions to buy. The author having been chosen, the principal points to be considered are, which edition contains the best type and paper and is bound in such a manner as

to withstand the hard usage of a library; next, the edition containing the fewest volumes to each title and the one having the best notes. Many editions published are sold in complete sets only and if a volume becomes worn or lost the set cannot be uniformly completed. It is always best to have uniform complete sets and this is usually possible if care is taken in making the original purchase. The greatest difficulty arises from the selection of the standard English authors. Many of the novels of Scott, Thackeray, Dickens, and others are long and are frequently issued in two or more volumes. This is not desirable and it always seems to the borrower that the volume he wants is being used by another, and after a few unsuccessful attempts to get the desired volume the reading is abandoned. To overcome this difficulty and at the same time give out a volume of convenient size with good readable type requires care in making the selection. American editions of English authors will as a rule be found more suitable, as the publishers of this country seem to have kept the library needs in mind when making their sets. An American cloth binding will be found much more durable and will last much longer before requiring a new cover. The paper used in the American editions is thinner and will rebind in much better form than the heavier English papers. The size of the volume must also be kept in mind, and while type is to be considered, the volume must not be too large and to have it too small is an equally bad fault. The size generally known as "12 mo" is the one best adapted to library use and most works are now obtainable in that form.

Little difficulty will be found in selecting American authors, as most of these are copyrighted. As before stated, the American publisher has considered the library needs and nearly all sets can be obtained in good practical form and can be purchased by the volume or in complete sets. To buy a set because it is cheap is not always wise and it will in the end often be found more economical to buy the higher-priced edition. In ordering from a catalogue the reputation of the firm is often sufficient guarantee of the edition being the product of honest

work. If the foregoing points are carefully kept in mind little difficulty will be experienced in making the best selections of sets for the use of any library, be it large or small.

WILLIAM A. PARKER.

## THE BEST BOOKS OF THE YEAR.

### A LIST FOR SMALL LIBRARIES.

Concise Reviews of 100 New Books of Many Sorts  
Prepared by the Western Massachusetts Library  
Club for the Guidance of Librarians, but  
Useful for the Reader as well.

[From The Springfield Daily Republican, October  
16, 1901.]

The book publishers of this country offer us about 6,000 new books each year. This does not include reprints of old favorites, nor does it include the vast number of books of the less expensive kind issued in paper and sold on the news-stands at from 5 to 15 cents apiece. To decide which among these 6,000 new volumes one should read is difficult enough; much more difficult is it to select from them the few volumes the small public library can afford to buy and ought to have. The main purpose of the Western Massachusetts Library Club is to help the small library. At the meeting at Huntington Friday one of the leading topics of discussion for the day is to be the "Best books of the current year for a small library to buy." This is not the question, which are absolutely the best books, but which are the ones which will be found most useful in the small library, of small means, in the country town. By way of introduction to the discussion, the secretary of the club has compiled, with the help of library people elsewhere and of specialists in their departments, a list of 100 of the best books of the year for a small library, as follows:

### REFERENCE BOOKS.

"Appleton's Annual Cyclopædia" (Appleton); \$5. A good summary of news of the previous year, including brief obituaries of people who have died. Each volume has cumulative index to previous volumes.

W. I. Fletcher and M. Poole, "Poole's In-

**Index to Periodical Literature** (Houghton); \$12. An abridgment of the five volumes of the periodical index covering the contents of 37 of the more important periodicals from 1815-1899. Valuable to libraries that cannot afford the fuller work.

**"Springfield Republican Index"** (Republican), 1899-1900; 50c each. An index to the contents of *"The Republican,"* and in a measure to other papers, and a chronology and necrology of the year.

**"Who's Who in America";** a biographical dictionary of living men and women in the United States, 1899-1900; edited by J. W. Leonard (A. N. Marquis Company, Chicago); \$3.75.

**"World Almanac"** (World office, New York); 25c. Valuable for the lists of officials by countries and states; statistics of all kinds, political, social, geographical, in condensed form.

#### THEOLOGY AND ETHICS.

L. Abbott, **"Life and Literature of the Ancient Hebrews"** (Houghton), \$2. Popular and helpful interpretations. Liberal views may shock extreme conservatives.

"C.," **"Home Thoughts"** (Barnes), \$1.50. Wise words in regard to the duties of the home for those who still care for the old-time courtesies.

J. Fiske, **"Life Everlasting"** (Houghton), \$1. A book small in size but great in grasp of principles and in the vastness of the future which it prophesies for mankind. The argument is on the line of evolution.

L. G. Janes, **"Health and a Day"** (J. H. West), \$1. Both practical and inspiring in its treatment of the problem of health and the conditions of a normal and useful life.

S. Mathews, **"New Testament Times in Palestine"** (Macmillan), 75 cents. Brief, scholarly, perhaps the best one-volume history in the field.

B. G. Moulton, **"Short Introduction to the Literature of the Bible"** (Heath), \$1. Differs from his former work in the fact that it is addressed to readers of the Bible rather than students; aids to devotional use by revealing literary beauties.

#### BIOGRAPHY.

W. Besant, **"Story of King Alfred"** (Ap-

pleton), 35 cents. Compact, informing, interesting.

N. Brooks, **"Abraham Lincoln"** (Putnam), 90 cents. Contains fresh matter, and the story is told in a straightforward way.

R. D. Evans, **"A Sailor's Log"** (Appleton), \$2. The life of a sailor, hunter, sportsman, fighter and gentleman.

C. Lennox, **"Practical Life Work of Henry Drummond"** (Pott). Treats of much hitherto unpublished.

J. Riis, **"Making of an American"** (Macmillan). A picturesque narrative of his love, his struggles to make something of himself, and his battle in the slums.

B. T. Washington, **"Up from Slavery"** (Doubleday), \$1.50. The story of Booker Washington's life from a slave cabin to the presidency of Tuskegee.

#### TRAVEL.

F. E. Clark, **"New Way Around an Old World"** (Harper); \$1.50. Descriptive of a six-weeks' trip over new Trans-Siberian railway.

W. H. Dawson, **"German Life in Town and Country"** (Putnam); \$1.20. Deals with the social life of the people.

H. Lynch, **"French Life in Town and Country"** (Putnam); \$1.20. Charming description of the life of the people.

H. Norman, **"All the Russias"** (Scribner). Travels and studies in Russia, Finland, the Caucasus, and Central Asia.

J. H. Wilson, **"China"** (Appleton); \$1.75. A study of its civilization and possibilities, together with an account of the Boxer war; one of the best books on the subject.

#### HISTORY.

P. Bigelow, **"Children of the Nations"** (McClure); \$2. A study of colonization and its problems; the result of personal observations in parts of the world controlled by the great colonizing powers.

E. Eggleston, **"Transit of Civilization"** from England to America in the 17th century (Appleton); \$1.50. New light on colonial life.

M. A. S. Hume, **"Spanish People;"** their origin, growth and influence (Appleton); \$1.50. Dr. Hume is a historical specialist.

**"Nineteenth Century"** (Putnam); \$3. A



conspectus of the past century, consisting of 37 chapters, each dealing with a different department of human activity, and written by specialists.

H. A. Smith, "Thirteen Colonies," two volumes (Putnam); \$1.50 each. "Story of the Nation" series. Story of each colony is taken up in order of its foundation.

#### POLITICAL SCIENCE.

"J. Flynt," "World of Graft" (McClure); \$1.25. An attempt to describe the underground life of our cities, and the evil partnership of criminals and police.

A. T. Hadley, "Education of the American Citizen" (Scribner); \$1.50. Suggestive of what politics should be.

C. M. Robinson, "The Improvement of Towns and Cities" (Putnam); \$1.25. Deals with problems of bridges, parks, playgrounds, and many kindred topics of live interest, and adds to theories descriptions of the best that has been done.

W. Wyckoff, "A Day with a Tramp, and Other Days" (Scribner); \$1. An addition to "The Workers," but not a continuation. Contains five valuable experiences.

#### NATURAL SCIENCE.

W. H. Gibson, "Blossom Hosts and Insect Guests" (Newson); 80c. Contains the material by this author which has appeared in magazines on the fascinating subject of cross-pollination. Illustrations are very instructive.

F. H. Herrick, "Home Life of Wild Birds" (Putnam); \$2.50. An interesting account of the author's study of birds with a camera. The illustrations are beautiful and many new points in bird life are noted.

L. O. Howard, "Insect Book" (Doubleday); \$3. Statements may be safely accepted, as the writer is an authority on this subject. One valuable feature of the book is the description of the life history of a typical insect of each class.

M. Masterlinck, "Life of the Bee" (Dodd); \$1.40. While not strictly to be classed as a scientific book, many facts not generally known are given and false notions contradicted. The chief charm of the book, however, is its fascinating style.

F. S. Mathews, "Familiar Trees and their Leaves," new edition (Appleton); \$1.75. Illustrated, with botanical names and habitats of each tree, and a record of its precise character, color, and leafage.

M. W. Morley, "Wasps and their Ways" (Dodd); \$1.50. Historically and scientifically correct, while intended for the general reader.

G. P. Serviss, "Pleasures of the Telescope" (Appleton); \$1.50. Illustrated popular guide for amateurs.

M. O. Wright, "Flowers and Ferns in their Haunts" (Macmillan); \$2.50. A popular account of some of our common ferns and flowers, illustrated by photographs showing their natural surroundings.

#### LITERATURE.

J. Burroughs, editor, "Songs of Nature" (McClure).

T. W. Higginson, "American Orators and Oratory" (Imperial press); \$1.50.

"Literary Studies," a brief introduction to American literature (Heath); 75c. Contains biographical sketches and copious selections from the greater American writers.

J. P. Mowbray, "Journey to Nature" (Doubleday); \$1.50. The discoveries, natural, philosophic, and humorous, of a Wall-street broker in a sojourn in the backwoods of New York, told in a picturesque way.

#### ART AND MUSIC.

Bates & Guild, publishers, "Masters in Art;" \$1.50 per year; published monthly. The best thing of the kind. Each number is devoted to one artist and contains photographs of his work, biographical sketch, and critical estimates.

J. D. Champlin, "Young Folks' 'Cyclopedia of Literature and Art" (Holt.); \$2.50. Brief sketches of people famous in these lines.

E. M. Hurl, "Greek Sculpture" (Houghton); 75 cents. Contains full-page reproductions of the best-known specimens, together with well-written descriptions.

"International Studio," midsummer number (John Lane); \$2. Domestic architecture and interior in England, but of interest in this country. Well illustrated.

W. Mason, "Memories of a Musical Life"

(Scribner); \$2. Reminiscences of early study with Liszt and of association with many of the most famous musicians of the 19th century. Readable, chatty style.

#### MISCELLANEOUS.

J. E. Homans, "A B C of the Telephone" (Ancl); \$1. Concise treatise; history, various inventions and practical working.

W. H. Jordan, "Feeding of Animals" (Macmillan); \$1.25. Valuable for farmers. Fertility of soil, principles of fruit-growing, farm poultry, etc.

W. J. Kenyon, "First Years in Handicraft" (Baker); \$1. Diagrams and directions for teaching the making of simple objects by children.

M. White, "How to Make Baskets" (Doubleday); \$1. Covers the subject from simplest to most intricate work; entertainingly and simply done.

#### FICTION.

I. Bacheller, "D'ri and I" (Lothrop); \$1.50. The war of 1812. Northern New York and Canada. Full of adventure and spirited episode.

A. Brown, "King's End" (Houghton); \$1.50. Maine. A young woman thinks her vocation is rather to help to evangelize the people about her than to make one man and herself happy in their own home. The human interest is even stronger than the good descriptions.

F. H. Burnett, "Making of a Marchioness" (Stokes), \$1.10. A simple, well-written, wholesome story of the recognition of real worth in a woman of 34 by a man of 50.

H. Caine, "Eternal City" (Appleton), \$1.50. The Rome of today pictured as a background for a social millennium. "Of all English novels which have ever been popular at all, these (two by Marie Corelli and Hall Caine) when tested by any serious literary standards may be safely set down as the worst."—Quarterly Review.

M. H. Catherwood, "Lazarre" (Bowen), \$1.50. The story of Eleazer Williams's claim to the throne of France as the lost dauphin. Full of movement and startling situations.

R. W. Chambers, "Cardigan" (Harper), \$1.50. Vivid pictures of Johnstown, New York, the Indians of the Six Nations, Pitts-

burg, Boston, and Lexington just before and in the opening days of the American Revolution. A precocious, but likable, hero and a charming heroine.

W. Churchill, "The Crisis" (Macmillan), \$1.50. St. Louis just before the civil war. Grant, Lincoln, and other notable persons are among the leading characters. An interesting story, rather strained in incident, rather crude in its presentation of characters.

B. M. Dix, "Making of Christopher Ferringham" (Macmillan), \$1.50. Life on New England coast about 1657. Development of the character of a young English aristocrat transplanted to Puritan soil; straightforward interesting. Among the very best of recent historical novels.

A. Fuller, "Katharine Day" (Putnam); \$1.50. Quiet, natural development of life in a New England town.

H. Garland, "Her Mountain Lover" (Century); \$1.50. Strong, contrasting pictures of life in London and among Colorado mountains. Western life vividly pictured; conversations piquant.

M. W. Goodwin, "Sir Christopher" (Little); \$1.50. Virginia and Maryland, the borderland in colonial times. Pleasantly told and strong human interest running through it.

W. D. Howells, "Pair of Patient Lovers" (Harper); \$1.15. Short stories in the author's best vein, with exquisite phrasing; the surface play covering considerable depth of thought.

S. O. Jewett, "Tory Lover" (Houghton); \$1.50. Colonial times in and about old Portsmouth, N. H. Capt. Paul Jones and Benjamin Franklin figure in the story. An improvement on the machine-made historical novel.

M. Johnston, "Audrey" (Houghton); \$1.50. Virginia in colonial times. Audrey, rescued from a home which has been burned by the Indians, is brought up by an old clergyman.

R. Kipling, "Kim" (Doubleday); \$1. Kim is a sharp-witted street boy of India, who for the sake of a novel experience turns guide to a simple-hearted religious fanatic in search of the purifying stream. A wonderful picture of the life of India.

S. P. McClean, "Flood Tide" (Harper);

\$1.10. Coast of Maine. Strong contrast between beautiful, natural young woman and blasé woman of the world. Racy, readable, loosely put together.

F. Norris, "The Octopus" (Doubleday), \$1.50. The railroad against the farmer. Southern California ranch life. Prose poem on wheat. Vivid picture, sometimes tiresome, somewhat depressing; but truthful and moving.

G. Overton, "Heritage of Unrest" (Macmillan), \$1.50. Arizona frontier. Story of the influence of a small portion of Indian blood in an American woman. Exciting, tragic, moderately accurate in its picture of western life.

G. Parker, "Right of Way" (Harper), \$1.50. French-Canadian village. A powerful psychological study of the development of conscience in a man highly educated, but morally obtuse.

S. H. Preston, "Abandoned Farmer" (Scribner), \$1.25. An amusing story of the failures of a city-bred man in his attempts at farming.

B. Runkle, "Helmet of Navarre" (Century), \$1.50. A delightfully impossible story of the harum-scarum adventures of a preternaturally bright country boy in Paris in the days of Henry of Navarre.

K. D. Wiggin, "Penelope's Irish Experiences" (Houghton), \$1.25. A continuation of Penelope's experiences, in which the last of the trio meets her "fate." Told in the same clever, witty manner as the others.

M. E. Wilkins, "Portion of Labor" (Harper), \$1.50. A strong though painful study of New England life in a manufacturing village.

F. C. Williams, "J. Devlin—Boss" (Lothrop), \$1.50. Story of an American boss as begun in childhood. Fails eventually as boss, but succeeds admirably in keeping faith with men in business. Good descriptions of caucuses and state conventions.

#### JUVENILE BOOKS.

E. J. Arnold, "Stories of Ancient Peoples" (Eclectic school readings) (American Book Company); 50 cents. Stories of the Egyptians, Assyrians, and other ancient peoples, written in a style suited to younger readers.

Noah Brooks, "First Across the Conti-

nent," story of the Lewis and Clark expedition (Scribner); \$1.50. This true tale of the early (1804) exploration of the upper Missouri, Yellowstone, and Columbia rivers is warranted to suit all, young or old, who enjoy stories of adventure, pluck, and heroism. The author's own trip to the far West while yet the land was new has specially fitted him to present the subject accurately and entertainingly.

Noah Brooks, "Lem," story of a New England village boy (Scribner); \$1. A companion volume to Aldrich's "Story of a Bad Boy." The village school, the sports on "the common," the home life of the well-to-do family, as well as the juvenile aspect of political rivalries in the days of "Tippecanoe and Tyler too," all have place in this interesting chronicle of Lem's youthful experiences.

S. T. Clover, "Paul Travers' Adventures" (Lothrop); \$1.25. The story of the boy who undertakes to circle the globe with only \$50 for traveling expenses. Unlike the usual romance of young America, however, this boy finds that in the long run his education and pleasing manners count for more than any combination of boorishness and "brass." Vastly superior to stories like Morrison's "Yankee Boy's Success."

A. M. Douglass, "Almost as Good as a Boy" (Lee); \$1.25. The eldest of a large family of girls tries successfully to fill the place of bread-winner. Wholesome and not too improbable.

G. C. Eggleston, "Camp Venture" (Lothrop); \$1.50. A party of well-grown boys, under a competent leader, go on a logging expedition into the mountains of North Carolina. Adventures with wild animals and moonshiners lend excitement to their camp life.

Allen French, "Junior Cup" (Century); \$1.20. A boys' school, athletic sports and contests, with their accompanying rivalries and inevitable jealousies, a hero who isn't perfect, and one or two bad boys who are not really, truly villains, combine to make a story that any live boy will enjoy.

E. L. Gould, "Little Men" play; "Little Women" play (Little); 50 cents each. Two 45-minute plays from the Alcott books for juveniles.

G. A. Henty, "At the Point of the Bayonet," "To Herat and Cabul" (Scribner); \$1.25 each. These stories of the first Afghan war and of the Mahratta rebellion are after the stereotyped Henty pattern. They are less partisan, however, than the South African series, to which "With Roberts to Pretoria" (1901) belongs. As in "At the Point of the Bayonet," Mr. Henty sometimes writes a preface that is worth reading.

W. J. Long, "Secrets of the Woods" (Ginn); 50c. Wood-folk, their haunts and ways of life. Mr. Long is the realist as Seton-Thompson is the idealist of animal life.

Charles Major, "Bears of Blue River" (Doubleday); \$1.25. Just the book for boys who want to read about hunting adventures. Indiana in the early '20s was the real wilderness, and Balsar, who lived in the Blue river country at that time, encountered plenty of bears, to say nothing of Indians and wildcats.

Cleveland Moffett, "Careers of Danger and Daring" (Century). Ten articles on hazardous occupations, including the dynamite worker, the steeple-climber, the life-saver, the locomotive engineer, the bridge-builder, the aeronaut, etc.

C. D. Pierson, "Among the Pond People" (Dutton); \$1.25. A continuation of the series including "Among the Farmyard People," "Among the Forest People," etc. Suited to children from 10 to 14.

M. L. Pratt, "America's Story for America's children," books 3 and 4 (Heath); 40c each. Book 3, "The Earlier Colonies, 1661 to 1760"; book 4, "Later Colonies." Instructive and readable.

J. C. Porter, "Stars in Song and Legend" (Ginn); 75c. Sun myths and sun worship, lunar fables and fancies, are the subjects of the first two chapters, followed by others on the constellations, all well illustrated. Suited to higher grammar grade pupils.

S. G. Pratt, editor, "Lincoln in Story" (Applenton). The life of Lincoln illustrated by authenticated anecdotes. It includes also the Gettysburg address, and a chronological list of the important events of the civil war.

E. M. Tappan, "England's Story" (Houghton); \$1. This book is the outgrowth of some familiar talks to boys and girls of the

English high school of Worcester, Mass. The aim was, first, to state facts rather than opinions; second, to make a broad, simple basis for the later study of history and literature; third, while seeking for continuity and proportion, to give special heed to the persons and events that young people would be likely to meet in their general reading.

M. F. Wade, "Little Cousin" series, four volumes (Page); 75c. The story of our little Japanese, Russian, Malay, and Indian cousins, with an account of their habits and manners of life. Similar to "Little Folks of Other Lands."

C. M. Vaile, "Two and One" (Crowell); 50c. Stories told to a child.

#### NEW HAMPSHIRE LOCAL HISTORY.

The commission present below a list of histories and other publications of a historical nature relating to the towns of the state. Through the courtesy of Mr. George E. Littlefield of Boston, they have been able in most cases to affix the present market values of the books. It is confidently believed that this list will be found of great value to the town libraries in the collection of local history.

DAVIDSON, MILON. One hundred years; a poem delivered at the centennial anniversary of Acworth, N. H., Sept. 16, 1868. 1869. 50 cents.

MERRILL, REV. JOHN L., ed. History of Acworth, with the proceedings of the centennial anniversary; genealogical records. 1869. \$15.00.

ARNOLD, REV. SETH S. Sermon preached at Alstead on the first Sabbath in January, 1826; with historical sketches of the town. 1826. \$5.00.

FARMER, JOHN. Historical sketch of Amherst in the county of Hillsborough in N. H. 1820-1837. \$5.00, \$3.50.

SECOMB, DANIEL F. History of the town of Amherst, N. H.,...with genealogies. 1883. \$7.50.

MOORE, JACOB BAILEY, 1797-1853. Topographical and historical sketch of the town of Andover, N. H. 1822. \$2.50.

COCHRANE, WARREN ROBERT, D. D. History of the town of Antrim, N. H., from its earliest settlement to June 27, 1877; with

- a genealogical record of all the Antrim families. 1880. \$7.50.
- WHITON, REV. JOHN. Half century sermon, delivered at Antrim, N. H., Sept. 30, 1838. 1838. \$1.50.
- WHITON, REV. JOHN M. History of the town of Antrim, N. H., from 1744 to 1844. 1852. \$3.50.
- COLBATH, HORACE N., *ed.* Barnstead reunion, celebrated at Barnstead, N. H., Aug. 30, 1882. 1884. \$1.00.
- JEWETT, JEREMIAH P., M. D. History of Barnstead from its first settlement in 1727 to 1872, *ed.* by R. B. Caverly. 1872. \$7.50
- SOUTHERLAND, REV. DAVID. Address delivered to the inhabitants of Bath, January 23, 1854; with an historical appendix by Rev. Thomas Boutelle. 1855. \$10.00.
- BEDFORD (N. H.). History of Bedford, New Hampshire; being statistics compiled on the occasion of the hundredth anniversary of the incorporation of the town, May 19th, 1850. 1851. \$5.00.
- BARNES, ISAAC O. Address, delivered at Bedford, New Hampshire, on the one hundredth anniversary of the town, May 19, 1850. 1850. \$1.00.
- SAVAGE, REV. THOMAS. Historical sketch of Bedford, N. H.; a discourse delivered July 4th, 1841. 1841. \$5.00.
- DAVIS, BAILEY K. Traditions and recollections of Berlin. *n. d.* From "Berlin Independent." 50 cents.
- BOLLES, REV. SIMEON. Early history of Bethlehem, New Hampshire. 1883. \$1.00.
- BOSCAWEN (N. H.). Proceedings of the centennial celebration at Boscawen, July 4, 1876. 1876. \$1.00.
- BOSCAWEN (N. H.). One hundred and fiftieth anniversary of the settlement of Boscawen and Webster, August 16, 1883. 1884. \$1.50.
- COFFIN, CHARLES CARLETON, *comp.* History of Boscawen and Webster from 1733 to 1878. 1878. \$7.50.
- BRADFORD (N. H.). Proceedings of the centennial celebration on Tuesday, Sept. 27, 1887. 1887. \$1.00.
- SAWTELLE, ITHAMAR B. Oration delivered at the centennial celebration, in Brookline, N. H., September 8, 1869. 1869. 50 cents.
- CAMPTON (N. H.). Centennial celebration of the town, Sept. 12, 1867. 1868. \$2.00.
- EATON, FRANCIS B. History of Candia, once known as Charmingfare. 1852. \$3.00.
- MOORE, JACOB BAILEY, 1815-93. History of the town of Candia, N. H. 1893. \$2.50.
- PATRICK, REV. WILLIAM. Historical sketches of Canterbury, N. H., sermon delivered Oct. 27, 1833. 1834. \$5.00.
- CROSBY, REV. JAAZANIAH. History of Charlestown in New Hampshire. 1833. \$5.00.
- CHARLESTOWN (N. H.). Report of the committee in regard to the history of the town, and the centennial celebration July 4th, 1876. 1873. \$1.00.
- LABAREE, B., D. D. Historical address at the dedication of a monument in Charlestown, N. H. 1870. 50 cents.
- SAUNDERSON, REV. HENRY H. History of Charlestown, New Hampshire, from its settlement to 1876. 1876. \$5.00.
- BELL, CHARLES, M. D. Facts relating to the early history of Chester, N. H., from 1720 to 1784. 1863. 50 cents.
- CHASE, BENJAMIN. History of Old Chester from 1719 to 1869. 1869. \$7.50.
- RANDALL, ORAN E. History of Chesterfield, Cheshire county, N. H., from 1736 to 1881; with family histories and genealogies. 1882. \$15.00.
- SPOFFORD, CHARLES B. *anon.* Historical sketches; the governor's farm in Claremont; souvenirs; Rev. Jonathan Nye; an ancient tax list. *n. d.* 50 cents.
- Views of Claremont, N. H. *n. d.* 50 cents.
- WAITE, MAJ. OTIS FREDERICK READ. History of the town of Claremont, N. H., for a period of 130 years, from 1764 to 1894. 1895. \$3.50.
- WAITE, MAJ. OTIS FREDERICK READ. Early history of Claremont, N. H., a paper read before the N. H. Hist. Soc. 1891. 1891. 50 cents.
- WALBRIDGE, J. H., *comp.* Colebrook, historical and biographical sketch in the "Coos County Democrat," Lancaster, N. H., March 30, 1898. 1898. Mounted newspaper cuttings.
- CONCORD (N. H.). Town records; 1732-1820. 1894 with index *comp.* by Otis G. Hammond. 1900. \$2.50.
- BOUTON, NATHANIEL, D. D. History of Concord, from its first grant in 1725 to the or-

- ganization of the city government in 1853. 1856. \$10.00.
- BOUTON, NATHANIEL, D. D. 1725, 3d semi-centennial of Concord, 1875, a discourse on the growth and development of Concord, N. H. 1875. 50 cents.
- CONCORD (N. H.). City of Concord centennial celebration, July 4, 1876.
- MOORE, JACOB BAILEY, 1797-1853. Annals of the town of Concord from its first settlement, 1726 to 1823; with a memoir of the Penacook Indians. 1824. \$3.50.
- LINEHAN, JOHN C. Penacook in the war for the Union. 1889.
- WALKER, JOSEPH BURBEEN. Farm of the first minister; an address delivered before the New Hampshire Board of Agriculture. 1895. 50 cents.
- Second address. 1896.
- WALKER, JOSEPH BURBEEN. House of the first minister of Concord, New Hampshire; 1733-34 to 1899. 1899. 50 cents.
- COOPER, JOHN. Historical and statistical sketch of Croydon, fr. its incorporation to the year 1852. 1852. \$5.00.
- WHEELER, EDMUND. Croydon, N. H., 1866; proceedings at the centennial celebration, June 13, 1866. 1867. \$3.50.
- DOVER HISTORICAL SOCIETY. Collections. Vol. 1. 1894. \$2.50.
- DOVER (N. H.). 100th anniversary of the national independence, July 4, 1876, its celebration by the city of Dover and oration by Rev. A. H. Quint. 1876. \$1.50.
- DOVER (N. H.). 89th anniversary of the national independence, July 4, 1865, at Dover...also oration by J. W. Patterson. 1865. 50 cents.
- HAM, JOHN RANDOLPH, M. D. Dover, N. H., in the U. S. Navy in 1861-1865. 1892. 50 cents.
- List of certain town officers, and of representatives, of Dover, N. H. *n. d.*
- QUINT, ALONZO H., D. D. New city building, an oration delivered at the laying of the corner stone on July 4, 1890. 1891. 50 cents.
- SPALDING, GEORGE B., D. D. Discourse delivered May 18, 1873, on the 250th anniversary of the settlement of Dover. 1873. 50 cents.
- SCALES, JOHN, *ed.* Historical memoranda concerning persons and places in old Dover, N. H., collected by Rev. Dr. Alonzo Hall Quint and others, and published in the "Dover Enquirer" from 1850 to 1888. Vol. 1. 1900. \$5.00.
- STEVENS, HERMON WEED. Dover shadows. *n. d.*
- LEONARD, LEVI WASHBURN. *Anon.* History of Dublin, N. H. 1855. \$15.00.
- MASON, CHARLES. Address delivered at the centennial celebration of the first settlement of Dublin, N. H., June 17, 1852. 1854. \$1.00.
- BURNHAM, AMOS WOOD, D. D. Address at the centennial celebration at Dunbarton, N. H., Sept., 1865. *n. d.* 50 cents.
- HAYWARD, REV. SILVANUS, *ed.* *Anon.* Record of the centennial celebration of the incorporation of the town of Dunbarton, N. H., September 13, 1865. 1866. 50 cents.
- MILLS, JOHN B. History of Dunbarton, N. H. 1883. \$7.00.
- STARK, CALEB. History of the town of Dunbarton, Merrimack county, New Hampshire, from 1751 to 1860. 1860. \$3.50.
- BURNHAM, EDWARD J. Some early chapters in Epsom's history. 1900.
- CURTIS, REV. JONATHAN. Topographical and historical sketch of Epsom, New Hampshire. 1885. \$1.00.
- BELL, CHARLES HENRY. Exeter quarter-millennial; address delivered in Exeter, N. H., June 7, 1888. 1888. 50 cents.
- BELL, CHARLES HENRY. *Anon.* Exeter in 1776, sketches of an old N. H. town as it was 100 years ago. 1876. 75 cents.
- BELL, CHARLES HENRY. History of the town of Exeter, New Hampshire. 1888. \$5.00.
- BELL, CHARLES HENRY. *Anon.* Men and things of Exeter, sketches from the history of an old N. H. town. 1871. 75 cents.
- EXETER (N. H.). Centennial celebration, Exeter, July 4th, 1838. *n. d.* 50 cents.
- 250th anniversary of the settlement of Exeter. 1888. 50 cents.
- NASON, REV. ELIAS. Brief record of events in Exeter during the year 1861-3...with the names of the soldiers of this town in the war. Nos. 1-3. 1862-4. \$1.00.
- PLUMER, WILLIAM, 1789-1854. Song written for the festival at Exeter, Aug. 23, 1838.
- NORTON, REV. JOHN F. History of Fitzwil-

- Ham, N. H., from 1752 to 1887, with a genealogical record, by Joel Whittemore. 1888. \$5.00.
- COCHRANE, WARREN ROBERT, D. D., and WOOD, GEORGE K. History of Frances-town, N. H., from its earliest settlement April, 1758, to January 1, 1891, with a brief genealogical record. 1895. \$5.00.
- LANCASTER, REV. DANIEL. History of Gilmanton from the first settlement to the present time. 1845. \$10.00.
- HAYWARD, SILVANUS. History of the town of Gilsam, N. H., from 1752 to 1879. 1881. \$7.50.
- TRUE, N. T., M. D. History of Gorham, N. H. 1882. Mounted newspaper cuttings. \$6.00.
- HALL, MICAJAH OTIS. Rambles about Greenland in rhyme. 1900. \$2.50.
- NOYES, HARRIETTE ELIZA. Memorial of the town of Hampstead, N. H. 1899. \$3.50.
- SMITH, ISAAC W. Address delivered July 4th, 1849, at the centennial celebration of the incorporation of the town of Hampstead, N. H. 1849. \$5.00.
- 1884. 50 cents.
- BELL, JOHN JAMES. Oration delivered at the quarter millennial celebration of the town of Hampton, Exeter, 1888. 50 cents.
- In the Exeter News-letter, Aug. 17, 1888, Exeter, N. H. 75 cents.
- DOW, JOSEPH. History of the town of Hampton, N. H., from its earliest settlement in 1638 to the autumn of 1892, ed. by his daughter, Lucy E. Dow. 1893. \$6.00.
- DOW, JOSEPH. Historical address at Hampton, N. H., on the 25th of December, 1838. 1839. \$1.00.
- BROWN, WARREN. History of the town of Hampton Falls, N. H., from the time of the first settlement within its borders, 1640 to 1900. 1900. \$3.00.
- HAYWARD, WILLIAM WILLIS. History of Hancock, N. H., 1764-1889. 1889. \$5.00.
- CHASE, FREDERICK. History of Dartmouth College and the town of Hanover (N. H.). Vol. 1. 1891. \$3.50.
- COGSWELL, LEANDER WINSLOW. History of the town of Henniker, N. H., from 1735 to 1880. 1880. \$10.00.
- HADLEY, AMOS. Hillsborough; address at Hillsborough Bridge on the field day of the New Hampshire Historical Society, October 3, 1893. 1894. 50 cents.
- SMITH, CHARLES JAMES. Annals of the town of Hillsborough, N. H., from its first settlement to the year 1841. 1841. \$5.00.
- LITTLE, HENRY GILMAN. Hollis, seventy years ago; personal recollections. 1894. \$1.00.
- POWERS, REV. GRANT. Address delivered on the centennial celebration, to the people of Hollis, N. H., Sept. 15th, 1830. 1830. \$3.00.
- POWERS, REV. GRANT. Address delivered on the centennial celebration, to the people of Hollis, N. H., Sept. 15th, 1830. 1862. \$1.00.
- WORCESTER, SAMUEL T. History of the town of Hollis, N. H., from its first settlement to the year 1879. 1879. \$5.00.
- LORD, CHARLES C. Life and times in Hopkinton, N. H. 1890. \$3.50.
- MONTAGEU, TZL., M. D. Ancient and modern Isles of Shoals. 1872.
- CUTTER, DANIEL BATEMAN, M. D. History of the town of Jaffrey, New Hampshire, from the date of the Masonian charter to the present time, 1749-1880. 1881. \$4.00.
- JAFFREY (N. H.). Jaffrey centennial, proceedings of the centennial celebration of the 100th anniversary of the incorporation, Aug. 20, 1873. 1873. \$1.00.
- TYING'S TOWNSHIP (N. H.). Copy of that portion of the proprietors' records of Tying's Township relating to the present town of Jaffrey; comp. and presented to the town of Jaffrey by the city of Manchester. 1896.
- DAUGHTERS OF THE AMERICAN REVOLUTION: ASHUELOT CHAPTER. Keene's revolutionary soldiers, and the house whence they started for Lexington. 1897.
- HALE, SALMA. Annals of the town of Keene from its first settlement in 1734 to the year 1790. 1826. \$5.00.
- HALE, SALMA. Annals of the town of Keene, from its first settlement in 1734 to the year 1790, with a continuation to 1815. Ed. 2. 1851. \$2.00.
- WHITE, REV. WILLIAM ORNE. Historical address delivered in Keene, N. H., on July 4, 1876. 1876. 50 cents.

- BRACKETT, JAMES S.** Historical sketch of Lancaster, N. H. 1876. \$1.00.
- MASON, DAVID H.** Address at the centennial celebration of the settlement of the town of Lancaster, N. H., July 14, 1864. 1864. 50 cents.
- SOMERS, REV. AMOS NEWTON.** History of Lancaster, New Hampshire. 1899. \$3.50.
- LANCASTER (N. H.).** Centennial celebration of the settlement of the town of Lancaster, N. H., July 14, 1864. 1864. \$1.00.
- ALLEN, D. H., D. D.** July 4th, 1761, an historical discourse in commemoration of the 100th anniversary of the charter of Lebanon, N. H. 1862. 75 cents.
- COOKE, REV. PHINEHAS.** Discourse delivered at Lebanon, N. H., on Thanksgiving day, Nov. 25, 1830, embracing the leading events of the history of said town. 1831. \$5.00.
- PATTERSON, JAMES WILLIS.** Oration in commemoration of the 100th anniversary of the charter of Lebanon, N. H. 1862. \$1.00.
- LEBANONIAN,** issued first of every month. Vols. 1-2. 1897-99.
- LEMPSTER (N. H.).** Centennial celebration of American independence. *n. d.* 50 cents.
- LITTLETON (N. H.).** Exercises at the centennial celebration of the incorporation of the town of Littleton July 4th, 1884. 1887. 75 cents.
- BATCHELLOR, ALBERT STILLMAN.** Relations of the town and state, an historical address delivered at the centennial celebration of the incorporation of Littleton, July 4th, 1884, with 3 appendices. 3 vols. 1884-88. \$1.50.
- MACK, ROBERT C., comp.** Londonderry celebration; exercises on the 150th anniversary of the settlement of Old Nutfield. 1870. \$1.50.
- PARKER, REV. EDWARD L.** Century sermon delivered in the East-Parish meeting-house, Londonderry, New Hampshire, April 22, 1819, in commemoration of the first settlement of the town. 1819. \$1.50.
- PARKER, REV. EDWARD L.** History of Londonderry, comprising the towns of Derry and Londonderry. 1851. \$7.50.
- PEET, REV. LUTHER B.** Centennial discourse, historical of the town of Londonderry, N. H., and of the Presbyterian church and society, delivered July, 1876. 1876. \$1.00.
- WILLEY, GEORGE FRANKLIN, comp., ed.** Book of Nutfield; a history of that part of New Hampshire comprised within the limits of the old township of Londonderry from its settlement in 1719 to the present time. 1895. \$10.00.
- CLARK, REV. FRANK GREY.** Historical address given at the 150th anniversary of the settlement of the town of Lyndeborough, N. H., Sept. 4, 1889. 1891. \$1.00.
- CLARKE, MAURICE D., comp. Anon.** Manchester; a brief record of its past and a picture of its present. 1875. 75 cents.
- CHALLIS, FRANK H., comp. Anon.** 1846, semi-centennial compendium of historical facts, business and political index of Manchester, N. H., 1896. 1896. 75 cents.
- EASTMAN, HERBERT W., comp.** Semi-centennial of the city of Manchester, New Hampshire, Sept. 6, 7, 8, 9, 1896. 1897. \$1.00.
- MOORE, WILLIAM ELLERY.** Contributions to the history of Derryfield, New Hampshire. 1896. \$1.50.
- MANCHESTER CENTRAL LABOR UNION.** Semi-centennial; official souvenir and program for Labor day. 1896. 25 cents.
- MANCHESTER HISTORIC ASSOCIATION.** Collections. Vol. 1, pt. 1-3. 1897-99. \$1.50.
- MANCHESTER HISTORIC ASSOCIATION.** Articles of association, constitution, charter members and officers. 1896.
- PERKINS, DAVID LANE.** Manchester up to date; 1846-1896. 1896. \$2.50.
- POTTER, CHANDLER E.** History of Manchester, formerly Derryfield, in New Hampshire; with the proceedings of the centennial celebration of the incorporation of Derryfield at Manchester October 22, 1851. 1856. \$5.00.
- WILLEY, GEORGE FRANKLIN.** Willey's semi-centennial book of Manchester, 1846-1896, and Manchester ed. of the book of Nutfield. 1896. \$10.00.
- MARLOW OLD HOME WEEK ASSOCIATION.** Program. 1899.  
— 1900.
- BEMIS, CHARLES A.** History of the town of Marlborough, Cheshire county, N. H. 1881. \$5.00.
- HILL, JOHN B.** History of the town of Mason, N. H., from the first grant in 1749 to the year 1858. 1858. \$5.00.



- HILL, JOHN B., *ed.* Proceedings at the centennial celebration of the incorporation of the town of Mason, N. H., August 26, 1868. 1870. \$1.00.
- HILL, REV. EBENEZER. Substance of two lectures on the history of Mason. 1846. \$1.00.
- RICE, FRANKLIN P., *ed.* Memorials of Meredith, N. H. 1891. 50 cents.
- ALLEN, REV. STEPHEN T. Address delivered in Merrimack, Apr. 3, 1846, at the celebration of the incorporation of the town. 1846. \$2.00.
- ROTCH, WILLIAM E., *comp. Anon.* Celebration of the 100th anniversary of the incorporation of Milford, N. H., June 26, 1894. 1894. \$1.00.
- RAMSDALL, GEORGE ALLEN. Oration delivered at the dedication of the town house at Milford (N. H.), April 29, 1870. *n. d.* 50 cents.
- RAMSDALL, GEORGE ALLEN. Address before the Milford Historical and Genealogical Society, August 21, 1895. *n. d.* 50 cents.
- Bi-centennial of Nashua, formerly Dunstable. 1873. 50 cents.
- FOX, CHARLES J. History of the town of Dunstable, including Nashua, Nashville, Hollis, Hudson, Litchfield, and Merrimack, N. H., Dunstable and Tyngsborough, Mass. 1846. \$3.50.
- PARKER, EDWARD E., *ed.* History of the city of Nashua, N. H., under the business superintendence of H. Reinheimer & Co. 1897. \$5.00.
- SPALDING, E. H., *comp.* Bi-centennial of old Dunstable. 1878. \$5.00.
- WORCESTER, SAMUEL T. Bi-centennial of Dunstable, 1873; address before the Nashua Historical Society, at Nashua, N. H., Oct. 27, 1873. 1873. 50 cents.
- GRIFFIN, GEN. SAMUEL G. Sketch of the early history of the town of Nelson, N. H. 1870. This is a newspaper clipping from the "Nelson Clarion" of March, 1870, mounted and bound.
- COCHRANE, CLARK B. Address delivered at the centennial celebration of the incorporation of New Boston, New Hampshire, July 4, 1863. 1863. 50 cents.
- COGSWELL, REV. ELLIOTT COLBY. History of New Boston. 1864. \$12.00.
- ALBEE, JOHN. New Castle, historic and picturesque. 1885. \$1.00.
- CURTIS, CHESTER B., *comp.* Bi-centennial souvenir, 1693-1893, New Castle, New Hampshire. 1893. 50 cents.
- KELLY, FRANK D., M. D. Reminiscences of New Hampton, N. H. 1889. \$3.00.
- GOULD, AUGUSTUS A., M. D., and KIDDER, FREDERIC. *Anon.* History of New Ipswich from its first grant in 1736 to the present time. 1852. \$7.50.
- JONES, FREDERIC WILLIAM, M. D., *comp.* Celebration proceedings of the 150th anniversary of New Ipswich, N. H., August 26-28, 1900. 1900. 75 cents.
- LORD, MRS. MYRA BELLE (HORNE). *Anon.* History of the town of New London, Merrimack county, New Hampshire, 1779-1899. 1899. \$5.00.
- WHEELER, EDMUND. History of Newport, New Hampshire, from 1766 to 1878, with a genealogical register. 1879. \$7.50.
- CROSS, MRS. LUCY R. (HILL). Bygones; some things not generally known in the history of Northfield, New Hampshire. 1900.
- COGSWELL, REV. ELLIOTT COLBY. History of Nottingham, Deerfield, and Northwood; with records of the centennial proceedings at Northwood. 1878. \$7.50.
- ORFORD (N. H.). Centennial celebration of the town, delivered September 7, 1865. 1865. \$3.50.
- CARTER, REV. N. F., and FOWLER, T. L. History of Pembroke, N. H. 1730-1895. 1895. \$5.00.
- MCCLEINTOCK, JOHN N. *Anon.* History of Pembroke. *n. d.* \$10.00.
- PEMBROKE OLD HOME WEEK ASSOCIATION. Program, 1900. 1900.
- PETERBOROUGH (N. H.). Proceedings of the sesqui-centennial celebration, held Oct. 24, 1889. 1890. \$1.00.
- BRENNAN, JAMES F. Irish pioneers and founders of Peterborough, New Hampshire; response to a toast, at the celebration of the 150th anniversary of Peterborough, Oct. 24, 1889. 1889.
- MORISON, JOHN HOPKINS, D. D. Address delivered at the centennial celebration in Peterborough, N. H., Oct., 1839. 1839. \$1.00.

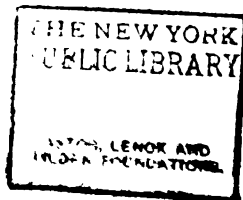
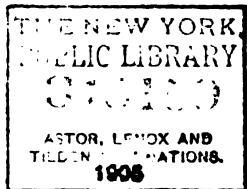
- SMITH, ALBERT, D. D. History of the town of Peterborough, Hillsborough county, New Hampshire. 1876. \$5.00.
- MCDUFFEE, FRANKLIN. History of the town of Rochester, New Hampshire, from 1722 to 1890; ed. by Silvanus Hayward. 1892. \$5.00.
- ADAMS, NATHANIEL. Annals of Portsmouth from the first settlement of the town. 1825. \$5.00.
- BREWSTER, CHARLES W. Rambles about Portsmouth; sketches of persons, localities, and incidents of two centuries. 2 vols. 1859-69. \$3.00.  
—Vol. 1. 1873. \$3.00.
- BUCKMINSTER, REV. JOSEPH STEVENS. Discourse occasioned by the late desolating fire, delivered in the first church in Portsmouth, 1803. 1803. 50 cents.
- BREWSTER, CHARLES WARREN. *Anon.* Portsmouth jubilee; the reception of the sons of Portsmouth resident abroad July 4th, 1853. 1853. 75 cents.
- CITIZEN, *pseud.* Thoughts on the effects of our railroads on the business and prosperity of Portsmouth and a remedy for the evils. 1845.
- CITIZEN, *pseud.* Portsmouth; a glimpse at the past, and a view of the present. 1847.
- GARDNER, CHARLES W., *pub.* Reunion of '73; the second reception of the sons and daughters of Portsmouth, resident abroad, July 4th, 1873; with an account of the high school reunion, July 5th. 1873. 50 cents.
- PORTSMOUTH (N. H.). Portsmouth records, a transcript of the first 35 pages of the earliest town book, ed. F. W. Hackett. 1886. \$2.00.
- STUDENT OF DARTMOUTH COLLEGE, *pseud.* History of Fort Constitution and Walbach Tower, Portsmouth Harbor, N. H., ed. by G. B. Griffith. 1865. 50 cents.
- FULLONTON, JOSEPH. History of Raymond, N. H. 1875. \$5.00.
- BASSETT, WILLIAM. History of the town of Richmond, Cheshire county, New Hampshire, from its earliest settlement to 1882. 1884. \$7.50.
- BURNHAM, AMOS WOOD, D. D. Historical discourse delivered on the fortieth anniversary of his pastorate in Rindge, N. H., November 14, 1861. 1862. 50 cents.
- NORCROSS, AMASA. Centennial address delivered Sept. 16, 1868, at Rindge, N. H., one hundredth anniversary of the incorporation of the town. 1891. 50 cents.
- STEARNS, EZRA S. History of the town of Rindge, New Hampshire, from the date of the Rowley Canada or Massachusetts charter to the present time. 1875. \$5.00.
- ALDRICH, REV. JEREMIAH K. Dedication of the town hall in Rye, N. H., Nov. 19, 1873, historical addresses. *n. d.* 50 cents.
- PORTER, HUNTINGTON, D. D. Divine providence noticed; a discourse delivered at Rye, January 1, 1801. 1801. \$1.50.
- DEARBORN, JOHN J., *comp.* History of Salisbury, N. H., ed. by J. O. Adams and H. P. Rolfe. 1890. \$5.00.
- RUNNELS, REV. MOSES THURSTON. History of Sanbornton, New Hampshire. 2 vols. 1881-82. \$6.00.
- PEABODY, MRS. R. P. History of Shelburne. *n. d.* \$1.00.
- KNAPP, WILLIAM D. Somersworth; an historical sketch. 1894. \$1.00.
- GOULD, ISAIAH. History of Stoddard, Cheshire county, N. H., from 1774 to 1854; pub. by Mrs. M. A. G. Griffin. 1897. \$1.00.
- SEWARD, JOSIAH LAFAYETTE, *ed. Anon.* Proceedings of the centennial anniversary of the town of Sullivan, N. H., Sept. 27, 1887. 1888. 50 cents.
- SUTTON (N. H.). Dedication of the Pillsbury town hall. 1893. 50 cents.
- WADLEIGH, ERASTUS, and WORTHEN, MRS. AUGUSTUS HARVEY. History of Sutton, New Hampshire. 2 vols. 1890. \$5.00.
- READ, BENJAMIN. History of Swansey, New Hampshire, from 1734 to 1890. 1892. \$5.00.
- HIDDEN, W. B., M. D. Centennial souvenir, 1792-1892; Tamworth, New Hampshire. 1892. \$1.00.
- BLOOD, HENRY AMES. History of Temple, N. H. 1860. \$10.00.
- MOSES, GEORGE H. Arch of a hill-top; a sketch of Tilton. 1894. Reprint from "Granite Monthly."
- CAVERLY, ABIEL MOORE, M. D. Historical sketch of Troy and her inhabitants from the first settlement of the town in 1764 to 1855. 1859. \$5.00.
- STONE, MELVIN T., M. D. Historical sketch of the town of Troy, N. H., and her in-

- habitants from the first settlement 1764-1897. 1897. \$3.50.
- ALDRICH, GEORGE. Walpole as it was and as it is; history of the town from 1749 to 1879. 1880. \$5.00.
- HARRIMAN, WALTER. History of Warner, N. H., 1735 to 1879. 1879. \$5.00.
- LONG, MOSES. Historical sketches of Warner, N. H. n. d. \$3.50.
- LITTLE, WILLIAM. History of the town of Warren, N. H., from its early settlement to the year 1854; including a sketch of the Pemigewassat Indians. 1854. \$3.00.
- LITTLE, WILLIAM. History of Warren, a mountain hamlet among the White hills of N. H. 1870. \$5.00.
- LITTLE, WILLIAM. Address delivered at the centennial celebration of the town of Warren, N. H., 1863. 1863. 50 cents.
- History of Washington, N. H., from the first settlement to the present time, 1768-1886. 1886. \$4.00.
- LITTLE, WILLIAM. History of Weare, New Hampshire, 1735-1886. 1888. \$4.00.
- LIVERMORE, REV. ABIEL ABBOT, and PUTNAM, SEWALL. History of the town of Wilton, Hillsborough county, with genealogical register. 1888. \$4.00.
- MARSHALL, CHARLES W., and METCALF, JOEL H. Celebration of the one hundred and fiftieth anniversary of the settlement of Wilton, N. H., 1889. 1889. \$1.00.
- PEABODY, EPHRAIM, D. D. Address delivered at the centennial celebration in Wilton, N. H., Sept. 25, 1839. 1839. \$2.00.
- WHITING, ISAAC SPALDING. Address at the dedication of the Wilton, N. H., town house, January 1st, 1885. 1885. 50 cents.
- MORRISON, LEONARD ALLISON. History of Windham in New Hampshire (Rockingham county), 1719-1883. 1883. \$10.00.
- Supplement. 1892. \$2.00.
- MORRISON, LEONARD ALLISON. Anon. History and the proceedings of the celebration of the one hundred and fiftieth anniversary of the incorporation of the settlement of Windham in New Hampshire, held June 9, 1892. 1892. \$1.00.

## REASONS FOR A CHEAP LIBRARY POST.

1. It is in harmony with the spirit of the postal laws to diffuse good reading and to promote the circulation of literary, scientific, and other publications which tend to public enlightenment. The public library is a leading agency in this line. Both library and postoffice should work together.
2. The spread of library advantages is intimately connected with popular education, which the general, state, and local governments have from the first promoted in a liberal manner and in many ways.
3. The people who maintain public libraries mostly under state laws and by direct taxation are the same who maintain the postal system under national laws. By thus using the postal system they simply become their own carriers and grant to themselves the same privileges which they give to private publishers.
4. Matter now carried at second postage or, in certain cases, carried free, is not supposed to have a superior, if it has an equal, claim to such rating compared with the public library, which has so direct a bearing on the public welfare as to justify a tax for its support.
5. Such provision will promote the circulation of books everywhere, especially in regions where no libraries exist, as well as at library centers, to a greater degree than can otherwise be secured. It will tend to the founding of more public libraries and to develop a library system which shall reach every family and individual.
6. If for economic reasons it is necessary, a shorter carriage might be granted, as, for example, 100 or 200 miles, thus giving access over a considerable area to central libraries.
7. This modification of postal laws would put in right relations two important public interests, the postoffice and the public library, which in the past have been unrelated, to the detriment of libraries and, possibly, to the pecuniary loss of the postoffice.

Jan 8 1902



# BULLETIN OF THE NEW HAMPSHIRE LIBRARY COMMISSION

NEW  
SERIES.]

CONCORD, N. H., MARCH, 1902.

[VOLUME III.  
NUMBER I.]

## BOARD OF LIBRARY COMMISSIONERS.

JAMES F. BRENNAN,	Peterborough.
WILLIAM D. CHANDLER,	Concord.
C. EDWARD WRIGHT,	Whitefield.
ARTHUR H. CHASE, <i>Secretary,</i>	Concord.

At the session of the legislature held in January, 1901, a law was passed to effect the union of the board of library commissioners with the trustees of the state library. Following out the provisions of this law His Excellency Governor Jordan did not appoint a commissioner in place of Edward H. Gilman, deceased, and upon the expiration of the terms of office of George T. Cruft and Hosea W. Parker during the present month he appointed William D. Chandler and C. Edward Wright, trustees of the state library, as library commissioners.

This change occurring just at the time for the publication of this number of the bulletin, and opportunity being lacking for the immediate organization of the new board, it has been thought best to issue this number simultaneously with the June number. Hereafter the bulletins will be issued on the last day of the month preceding date of publication.

The commission wish to direct the especial attention of all interested in the library movement in New Hampshire to the able and comprehensive article of Hon. Albert S. Batchellor upon the library situation in our

state. Heretofore we have made very rapid progress in this field but there has been little centralization of effort, and the result has been a working out of results in each community independent of the system as a whole. The time has come for a well-defined general policy for the entire state, a joining together of all the different efforts into one strong, harmonious effort for the universal development of the whole system.

A definite movement will be inaugurated during the coming year looking to this end. The success of this movement will depend largely upon the support and aid given to it by the citizens of the state, and especially by the officials and patrons of the public libraries. The commission urge the careful reading of Mr. Batchellor's paper and of future papers appearing in this bulletin upon this subject. They would welcome a free discussion of the subject by those interested. They hope to receive helpful suggestions from many.

The commission prints in the present number several of the papers read at the January meeting of the N. H. Library Association at Pittsfield. The meeting was a very successful one, and those present came away with a distinct feeling that they had been well repaid.

It is to be greatly regretted that the attendance at these meetings is far short of what it should be. The benefits to be derived from a common-sense discussion of

practical library methods, the asking questions and the answering of them, to say nothing of the personal acquaintance of librarians with each other, are far superior to any that may be gained by the reading of the theory of library work.

Every librarian in Merrimack county should have felt it a duty as well as a pleasure to attend the Pittsfield meeting. Every board of trustees of libraries in that county should have made it their especial business to see that their librarian went. If the funds at their disposal warranted they should have paid a part, if not all, of the expense of attending. Their library would gain much more in usefulness to the public by such an expenditure than by investing that particular sum in books.

The present officers of the Association have worked faithfully and against great odds for its success. It is time those for whom this effort is being made awake to a proper appreciation of it.

## **LIBRARY SYSTEM OF NEW HAMPSHIRE.**

### **Considerations Relating to the Situation in respect to the Public Service by Libraries, and particularly to the Inadequacy of the Present System.**

Under the operation of state laws and the direct munificence of individual donors there are now established in the cities and towns in this state two hundred and six free public libraries, supported by public taxation which is compulsory on the cities and towns, and which can neither be diverted to other public uses nor be made less than the product of the minimum rate of assessment provided by law.

In many places the amount realized by taxation is supplemented by the income of funds standing in trust for the benefit of these institutions.

Every town is required by law to elect library trustees, who are the local managers of the library and its resources. If the town has no established library its library trustees hold the products of accumulating library taxes until a library is in some way provided.

The practical working of this system has left only twelve towns without a free public

library in actual operation, with a more or less adequate supply of books for free circulation.

Thus a foundation has been laid for a comprehensive and beneficent library administration, reaching all the people of the state and touching the points at which the educational and moral help and stimulus of the free public library are most needed.

Central forces now moving on the system of local public libraries to their encouragement and re-enforcement are a state library and a board of state library commissioners.

Through the operation of state aid, administered by the instrumentality of the state library commissioners, a nucleus of one hundred dollars' worth of selected books has been given to each newly organized local free public library.

The state has provided a state library building at the capital at the expense of some two hundred and fifty thousand dollars by a loan on the public credit.

This affords facilities for a law library for the bar and courts and a reference library for other professions and classes and the people generally, who are so situated as to be able to visit the institution personally, or to afford the expense of charges of transmission on borrowed books.

The building now provided for this institution is adequate for the present uses to which it is put and within the limitation of present requirements.

All this progress and achievement, which is bringing the benefits of a free library system home to the people of the state, has been accomplished by the assumption of large responsibilities and heavy burdens upon the fiscal resources of the state, towns, and cities.

Independent of the state library, but in the same city with it, the library of the New Hampshire Historical Society is situated. This institution, undertaking to collect publications in the literature of history, to gather up and preserve historical documents, to publish transactions and collections, to maintain a library and executive building, and to provide facilities for the promotion of research among its books and papers, is, in respect to its library work in collecting and accumulating books, unnecessarily parallel-

ing the work which might be exclusively or largely relegated to the state library.

This Historical Society possesses a library of some 16,000 volumes, and valuable collections of historical manuscripts, with a building and funds conspicuously inadequate for the conservation of its most important purposes.

The public library commissioners have no adequate provision of funds available for the maintenance of an efficient supervision of and co-operation with the local libraries.

The state library has no adequate funds available for the renewal, freshening, and re-enforcement of the collections of the local libraries by additions of needed books of reference, books of standard value and utility, and books of advanced grasp upon current problems and urgent subjects of progressive investigation.

In view of what has been accomplished for the development of an adequate library system in this state; in view of the strain which has been put upon the resources of the people in making this point of vantage; and in view of the manifest and urgent importance of what might be notable achievement in the completion of our library system, if adequate financial aid were available, an outline for a plan for an enlargement of the capacity of our present system, and for the accompanying readjustment of the existing relations of our state and local library establishments, is presented.

1. A building contiguous or in proximity to the state library building—to be located on the lot north or east of the present structure, if practicable, or as near the state library as reasonably possible—is an important necessity.

Such an additional edifice should be of adequate proportions and of permanent construction.

It should afford space ample for the accommodation of the library, the manuscript collections, the bric-a-brac, antiquities, art treasures, and other similar properties of the New Hampshire Historical Society. It should provide rooms for the administrative business and the investigations by students which pertain to its mission.

This additional building should also afford rooms and space for a state circulating

library and an extensive assembly of standard books for the liberal supply of that circulation. The population of the state, assumed to be about 411,000, ought to be afforded at the central station, the dynamo, so to speak, for the federated library system, an ample supply or reservoir of the best literature moving out and in through the medium of the well-adjusted agency of circulation. This plan contemplates the recognition of the library existing in each city and town as a library station. The arrangement would correspond with that provided already for the connection of the Public Library of Boston with library stations in suburbs of that city, and that now proposed by the wise and munificent conception of Mr. Carnegie of the city of New York.

Here in this central library department of collection and administration at our capital city, a superintendent of circulation should be located, and to him should be committed not only the direction of the business of loans of books from the state library to the local libraries for the use of the patrons of the local libraries, but also to him should be assigned the duty of advising and supervising the work of the local libraries in order to effect uniformity and efficiency in the operation of the library system of the state in its entirety, but especially at the more remote and least sufficiently equipped stations.

This agency should be amply provided with efficient assistants, and it should be located at the central station in the new library building which is proposed.

2. The collections of the Historical Society being placed in the same building, but in apartments so arranged that its independence and absolute identity would be completely conserved and guaranteed, a competent corps of administrators for its work would become an essential part and provision in the proposed reorganized library system.

An appropriate provision for the accommodation for the society would, of course, include a well-appointed auditorium in which the meetings of the society might be held, apartments for reasonable quiet and seclusion for those engaged in research, and

security vaults for the valuables of the institution.

Transmitters for the circulation of books, documents, and messages between the existing state library building and the new one proposed for the accommodation of the Historical Society, and for the book stacks and administrative offices of the state circulating library, would obviate the necessity of the duplication of expensive, voluminous, and cumbersome works of reference and works of official and governmental publication.

If a student, reader, or writer, at work in the state library, may call in by a pneumatic tube a book not in the state library collection but in that of the Historical Society, that patron's wants are as well supplied as if each library had a dozen copies of the work he desires to consult.

If another person is engaged in like manner in the neighboring building in which the Historical Society might have its establishment, he might utilize the books of the state library without moving from his desk, and without putting the society to the expense of purchasing the book for him, or sending him elsewhere.

All the economies of this sort afford resources for the maintenance of adequate library assistants in each institution without impairing the efficiency of either department or institution.

The state library has great need of close co-operation and affinity with the Historical Society and its incomparable collections of books and manuscripts.

The Historical Society has the same advantage to attain by close propinquity to the libraries of the state.

By its present isolation and inadequacy of resources the society is crippled in its undertakings in accumulation of historic manuscripts, in the cataloguing, arrangement, and use of its library, in its duties to the public and its members in respect to the publication of transactions and collections.

Indeed one may well look with misgivings at the obstacles which oppose the consummation of the only plan which opens the way to a scientific, comprehensive, and adequate if not ideal, treatment of this vast problem

of the conditions and needs of the people in a state system of free public libraries.

The people themselves have to an extent that is admirable and almost marvelous builded a foundation which only requires a superstructure that is already taking shape in the hopes and ambitions of all who are in the van guard of library progress.

ALBERT STILLMAN BATCHELOR.

### PITTSFIELD PUBLIC LIBRARY.

To write a full and complete history of the library movement in this town one must go back nearly a century to find a starting point, for the first circulating library was established in the year 1804.

Since then the public or social library has been a most important factor in stimulating and elevating the literary attainments of the people of the town, which are so essential to the refinement and well being of any community.

The first library association in town was known as the Pittsfield Social Library. It was not established by the town, as a town, but was simply an association formed by some of the first settlers who recognized the educational and morally uplifting influence of the library.

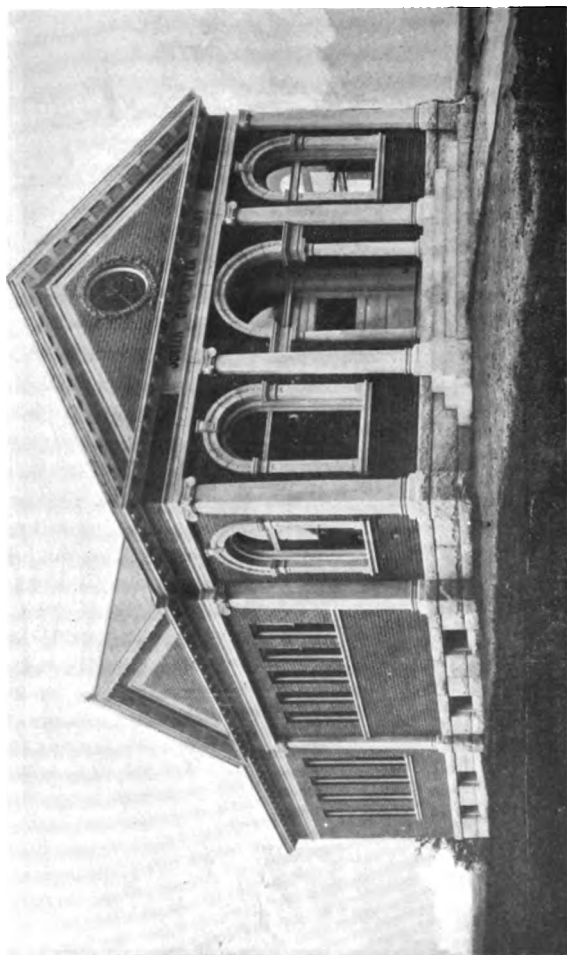
Those who interested themselves in the project were men who were prominent in shaping the affairs of the infant town, and all resided in what is known as the Tilton hill and Berry neighborhoods. Agitation of the matter soon led to definite action and the legislature was asked to incorporate the association, and on December 5, 1804, the following was enacted:

[L. S.]

IN THE YEAR OF OUR LORD ONE THOUSAND EIGHT HUNDRED AND FOUR.

AN ACT to incorporate certain persons by the name of the Proprietors of Pittsfield Social Library.

Be it enacted by the senate and house of representatives in general court convened: That Josiah White, John Shaw, John True, Joshua Berry, William Berry, and Moses Buswell, and their associates, proprietors of said library, and all such as may hereafter become proprietors of the same, be and they



PITTSFIELD PUBLIC LIBRARY BUILDING.





are hereby incorporated into a body politic by the name of the Proprietors of Pittsfield Social Library, with continuation and succession forever, and in that name may sue and be sued, may plead and be impleaded in all personal action, and may prosecute and defend the same to final judgment and execution, and they are hereby vested with all the powers and privileges incident to corporations of a similar nature, and may enjoin penalties of disfranchisement or fine not exceeding four dollars for each offense, to be recovered by said proprietors in an action of debt, to their use, in any court proper to try the same; and they may make, purchase, and receive subscriptions, grants, and donations of personal estate, not exceeding one thousand dollars, for the purpose and use of their association.

And be it further enacted, that said proprietors be and they hereby are authorized and empowered to assemble at Pittsfield on the first Monday of annually to choose all such officers as may be found necessary for the orderly conducting the affairs of said corporation, who shall continue in office until others are chosen in their room, and that said proprietors may assemble as often as may be found necessary for filling up any vacancy which may happen in said offices, and transacting all other business, excepting the raising of monies, which shall always be done at their annual meeting and at no other time.

At which annual meeting they shall vote all necessary sums for defraying the annual expense of preserving said library and for enlarging the same; and said proprietors shall have power to make such rules and by-laws for the government of said corporation as may from time to time by them found necessary, provided the same be not repugnant to the constitution and laws of this state.

And be it further enacted, that Josiah White, John Shaw, and John True, or either two of them, be and hereby are authorized and empowered to call the first meeting of said proprietors at such time and place as they or either two of them may appoint by posting a notification for that purpose at the meeting house in said Pittsfield at least fifteen days prior to said meeting, and the

said proprietors at said meeting shall have the same powers to choose officers and make by-laws as they have by this act at their annual meeting.

#### STATE OF NEW HAMPSHIRE.

IN HOUSE OF REPRESENTATIVES DEC. 1, 1804.

The foregoing bill having had three several readings passed to be enacted.

Sent up for concurrence.

JOHN LANGDON, *Speaker*.

IN SENATE DEC. 3, 1804.

This bill having been read a third time was enacted.

NICHOLAS GILMAN,  
*President*.

Approved Dec. 5, 1804.

J. T. GILMAN, *Governor*.

The records of the library were kept by Nehemiah Berry and are now in the possession of his son, John King Berry of Boston and a state senator.

It must be remembered that the establishment of a library at such an early date in the history of the town was under conditions far different from those which obtain today. Ready money was scarce and the world was not filled with books as it is at the present time. The proprietors of the library were men of determination and bound to succeed in their undertaking, and it was not long after the association was incorporated before the new library was in a flourishing condition. In the height of its activity it had a hundred or more books in circulation. They were largely historical works, printed with old-fashioned type and bound with leather. The library had no regular home but was passed around among the members of the association. A few of those dear old volumes are still to be found in the homes of those whose ancestors were among the proprietors.

For nearly a quarter of a century the association flourished and then its activity gradually lessened and finally it became a thing of the past. Library interests, however, did not cease and another social library was established in the early thirties. It was known as the Pittsfield Atheneum Club, and the books of the new association were kept in the old Pittsfield Academy building, and Moses Norris, afterward United States senator, was custodian of the collec-

tion. Like its predecessor, the Pittsfield Social Library Association, the club flourished for a season and then relapsed in innocuous desuetude. The next movement in library interest is noted in the organization of two private book clubs in the late fifties. Later the two clubs consolidated under the name of the Pittsfield Literary and Library Association, and the books of the association were established in Central block, Main street, in the drug store of Dr. William A. Mack, who acted as librarian. In January, 1873, the block was burned and the larger part of the books were destroyed, only those out in the hands of readers being saved. The privileges and influence of this last library were far greater than any previous attempt in the same direction. It had a thousand or more volumes upon its shelves and patronage extended beyond the town limits, readers from surrounding towns being permitted to enjoy its privileges by the payment of a small fee.

The place was not long without library privileges, however, for leading citizens interested themselves in the forming of another association. Among those prominent in the movement were ex-Governor Tuttle, S. J. Winslow, W. H. Berry, Aaron Whittemore, Rev. James H. George, Porter True, A. W. Bartlett. S. J. Winslow was selected as purchasing agent for the new enterprise, and several hundred dollars' worth of new books were purchased and the library was opened in the drug store of G. D. Noyes in the new block built on the site of the one burned. In the meantime Dr. William A. Mack had established a private circulating library at his place of business on Factory hill. For a dozen or more years the general public enjoyed double library privileges and then the activity of both ended; the private one of Dr. Mack being closed by reason of his death and the other suspending operations by reason of a lack of funds for its successful operation.

The fact that the public library is one of the most valuable institutions of any municipality has not been lost sight of by those of the present generation. Believing that its influence would be greatly advanced if established and operated under town management an article was inserted in a warrant,

calling a special town meeting in October, 1895, to see if the town would vote to adopt the provision of the statutes relating to the establishment of town libraries. The town so voted, and Edgar L. Carr, Henry L. Robinson, and Frank E. Randall were chosen as trustees to establish such an institution. Prompt action was taken by them and the nucleus of the present library was formed by the purchase of the books of the two last libraries mentioned above. New books were added by purchase from town appropriation and the library was established in the drug store of G. H. Colbath and the proprietor officiated as librarian.

The growth and development of the institution was steady from the date of its establishment. It finally reached a point where it was plainly apparent that larger and more commodious quarters were necessary for its successful operation. The problem of providing such was solved during the past year by the gift to the town of a handsome, substantial, and well-appointed library building from Hon. Josiah Carpenter of Manchester. Early in April, 1901, ground for the new building was broken upon a lot purchased of S. J. Winslow. The location was well chosen for such a structure and is central for village patronage.

It was completed and its dedication was made one of the distinctive features of the Old Home Week observances here in August last.

The dedication took place Wednesday, August 21, and the following was the order of exercises:

Overture, "Orpheus aux Enfers," Offenbach, Nevers' Second Regiment Band; selection, "Welcome Back," Marshall, chorus choir, John S. Rand, leader; introductory address, Hon. Hiram A. Tuttle, president Old Home Week Association; presentation of library, Hon. Josiah Carpenter; acceptance of gift, Frank D. Hutchins, Esq., chairman board of selectmen; acceptance of keys, Frank E. Randall, Esq., chairman trustees Pittsfield Public Library; resolutions by the town, Frank D. Osgood, town clerk; prayer of dedication, Rev. George E. Lovejoy, pastor of the Congregational church; anthem, selected, chorus choir; dedicatory address, Hon. Henry E. Burnham; poem written for

the occasion by Mrs. Mary H. Wheeler, read by Mrs. Winnifred Lane Goss; cornet solo, "Columbia," Arthur F. Nevers; remarks, Hon. David Cross of Manchester, N. H., Gen. John B. Sanborn of Minnesota, Hon. W. C. Clarke, mayor of Manchester, Prof. James W. Webster of Malden, Mass., Dr. Edgar L. Carr of Pittsfield, Sherburn J. Winslow, Esq., of Pittsfield; doxology, "Praise God from Whom All Blessings Flow," by the entire assembly led by the band.

The building is 56x31 feet with a single high story above a basement. Its outside is of pressed brick with trimmings and pilasters of Indiana sandstone. The covering of the roof is of the best black slate with ridges of rolled copper and the windows are of plate glass. The vestibule floor is of tile and all other floors are of hard wood.

The interior arrangement includes a stack room 19 feet 7 inches by 30 feet. It has room for 12,000 volumes. There is a general delivery room 26x30 feet. It is equipped and fitted up for use as a public reading room. In each front corner is an alcove around which are seats trimmed in red plush. These are fitted up as reading rooms, to which one can retire who desires to be apart from those who may be in the main room. The walls of the main room and alcoves are paneled five feet high in oak finished in natural color and the ceiling is of steel. In the rear right-hand corner is a coat room and a circular delivery desk of oak fronts the main entrance to the stack room, from which an exit leads to a spiral stairway to the basement. The building throughout is lighted by gas.

The stack room and reading room are separated by automatic fireproof doors. There is a basement with concrete floor under the entire building. In this is the hot-air heating apparatus, and there is ample storage room.

Over the front entrance, to which leads a flight of Concord granite steps, is the inscription, "Josiah Carpenter Library." A wide brick walk leads up to the building from the street. The entire cost of the structure is about \$12,000. William M. Butterfield of Manchester was the architect and

the Head & Dowst Company of the same city were the builders.

Josiah Carpenter, who bestows this gift, is a native of the neighboring town of Chichester, where he was born seventy-two years ago, and spent his earlier years, removing when quite a young man to Epsom, where for nine years he was engaged in agricultural pursuits. He came to Pittsfield in 1857, and entered the First National Bank as cashier, continuing his residence in this town until 1876, when he removed to Manchester to engage in the banking business in that city. He organized the Second National Bank of Manchester, also the Mechanics' Savings Bank. He has been for a long term the president of these institutions.

He has filled many positions of public trust, serving the town of Pittsfield as its representative at the state legislature while residing here. He was also treasurer of Merrimack county, and is recognized as one of the ablest financiers in the state.

The building is a beautiful ornament to the town and is recognized as a munificent monument of Mr. Carpenter's interest in his old home.

The new institution was opened to the public for the distribution of books on October 12, and since that date has been open Monday, Wednesday, and Saturday of each week, from 2 to 6 o'clock in the afternoon and from 7 to 9 o'clock in the evening. From the date of opening patronage of the institution has exceeded the most sanguine expectations of its friends. There are now about 400 registered readers and the list steadily increases. Upward of 5,500 books have been given out since the doors were first opened and the average circulation is now about 100 for each open day.

During the past year 250 new books have been added. The selection was made from the very best books published in 1901, and especial attention was given to considering all classes of readers. The passing of the age limit brought a large number of little readers to the loan desk, and to meet their wants and needs nearly 100 of the new books were of the juvenile order.

The present official management of the library is Frank E. Randall, Edward K. Web-

ster, and F. S. Jenkins. It is their aim to make it the honored receptacle of treasures of art, science, and literature, and so conduct its interests that the greatest possible benefits and privileges shall obtain for the general public.

The undersigned now officiates as librarian.

FRANK S. JENKINS.

### DECORUM IN THE PUBLIC LIBRARY.\*

One great need of modern life is thorough discipline. A visitor from a foreign country said: "You Americans make good laws but you never keep them." To my mind the evolution of a strong, courageous life depends upon the discipline to which it has been subjected.

The library should be a great training school. It should be a place where the noblest aims and the highest ambitions are set forth, and where liberty is never allowed to degenerate into license.

"You will do the greatest service to the state if you shall raise, not the roofs of houses, but the souls of the citizens," said Epictetus.

How can we enforce library discipline? By patient, practical illustration, by carrying out the work begun in our schools.

Franklin says: "A library will improve manners." "Be gentle and keep the voice low."

I find very little difficulty in the reference room. The children will copy my manner. But in such a place, it is only the studious class one generally encounters. In the reading and delivery rooms the case is very different.

I sometimes wonder if the problem is not easier to solve where adults and children are together. A boy or girl will copy what they see their elders do. If the men who frequent the reading room carefully remove their hats on entering, soften their tread, bow ever so slightly to the assistant in charge of the desk, the small boy who sees the act is very likely to attempt the same thing, though it be in a rude way, the next time he enters.

But the youth of America is well nigh irrepressible. Bubbling over with animal

spirits, he is, when released from school, like a soda bottle from which the cork has just been removed. He will effervesce, and, though he may keep within bounds when in the library proper, he is apt to leave the vestibule with a whoop and a howl, banging the door with a violence that threatens the hinges and rattles every gas shade in the building.

Therefore have the door-frame so carefully padded that a slam is rendered impossible. Mark that particular boy and when he next comes into the library tell him gently it is not considered quite the thing to rush out of a building like a dog from a kennel, giving the impression he is fleeing from confinement; but that a quick, light run down the steps, deferring the shout till a safe distance from the house, is quite allowable.

I have seen such a boy walk out next time with all possible dignity.

The giggling girls are the hardest to deal with and the most trying to one's patience. A good hearty laugh will call forth an irrepressible smile, though we may not know the reason of the laughter, but the annoying, silly giggle of the Holmes-reading schoolgirl is provocative of anything but amusement, a desire to shake the offender being the most prominent feeling. Sometimes a kindly word setting forth the annoyance to older readers and students will be sufficient.

It is possible to create a feeling of loyalty to one's self. Cause them to think their assistance will be of importance to you if they speak softly, move quietly, and show a becoming deference to the spirit that should pervade a library. You may make them your right good helpers.

A reference librarian has, or should have, time to become acquainted with those who frequent her room; she studies their tastes and her aim should be to interest and amuse as well as instruct. I have kept a restless boy busy with some pleasing story or simple book of science through a whole afternoon. He never dreamed he was being disciplined but I have noticed that same boy shade the light, move softly, and offer a book to some one else, and smiled to think how quickly he had caught the spirit of the room. I am sorry to say it does not seem to work as

\* Read at the meeting of the New Hampshire Library Association at Pittsfield, January 26, 1902.

well with the girls. I do not remember one who has read in the room for the pure pleasure of reading. Our "unquiet sex" has caught the restless spirit of the age and rushes off to more exciting things. Do I then say a girl is harder to discipline than a boy? In my experience, yes.

But I have been speaking of boys and girls who come from homes and schools of some refinement, where good behavior is one of the requirements of the parent, and where the teacher, beside being able to resolve algebraic quantities into their elements, has a personality that impresses itself on her pupils.

Perhaps few teachers really understand how perfect discipline in the schoolroom, not discipline by the stern arm of the law, but order kept for conscience' sake, helps a librarian whose time is too fully occupied to begin the first lessons needed in that direction, but who can carry on the good work begun.

There is, I know, a lawless class that will apparently yield to nothing but force, yet I believe there is something in almost every child that will respond to uniform kindness, firmness, courtesy.

You will have a struggle, you may be obliged to use all your will power, you may have to show some youngster you have had training in physical culture. Whatever you do, do it yourself.

There is still another side to this subject of library discipline. A certain English writer says: "In every department of life we see the decay of discipline. In the house, on the street, in public hall," we cannot fail to note a want of consideration for the comfort of others. It is not youth alone that fails in respect to age, for age as surely fails in the thoughtfulness due to youth. Can we expect children will cheerfully obey when we daily show our contempt for written rules, and, for our own pleasure solely, disturb the peace of a roomful? With the best intentions in the world it is impossible to so frame laws that some one will not consider themselves deprived of a rightful liberty. Hence measures impartially used will sometimes be unjustly resented simply because it is authority.

Of woman it has been said that she will never yield to law unless compelled by force.

While this statement seems too strong, do we not sometimes forget that discipline is dignity? that it is a noble thing to be one of a community, receiving, giving, sacrificing, each one attempting to make the world better?

Is it not desolation instead of freedom to stand alone? The forms of politeness universally express benevolence. If we could only rise to this benevolence so that our lives might truly influence the youth of the age, showing them it came not from the head alone but from the heart!

It is not the teacher or the librarian only who must teach discipline, it is the whole community of men and women whose lives shall so express their regard for rightful authority that the very word *decorum* shall be forgotten because its spirit pervades all their acts.

A child will respond when he has reason to respect the full judgment of a commander. As an illustration, a young lady from Concord had been struggling for months with a children's room in Brooklyn. It frequently seemed to her that her efforts had been in vain, but one day a crisis came. The building was in flames. Trusting in time of need to her judgment, every child walked quietly and promptly from the room, although the flames were in sight and smoke poured from every crack in the floor. Had she not impressed them with the fact that she never required anything not for their good, there must have been a panic.

"What fact in modern history is more conspicuous than the creation of a gentleman," asks Emerson. "Half the drama and all the novels from Sir Philip Sidney to Walter Scott paint this figure." I truly believe the boys and girls who frequent our libraries, freely handling the books on our open shelf, will grow up chivalrous men and virtuous women, learning more and more to discipline themselves as they unconsciously imbibed the spirit that pervades the pages of our best writers and is expressed in the lives of our true citizens.

"How near to good is what is fair  
Which we no sooner see  
But with the lines and outward air  
Our spirits taken be."

CLARA F. BROWN.

## WHAT CAN BE DONE AT THE LOAN DESK TO HELP READERS IN THE SELECTION OF GOOD BOOKS.\*

A teacher once asked a small boy how to pronounce s-t-i-n-g-y, the boy replied, "It depends whether the word refers to a person or a bee." Does "good books" refer to non-fiction or is it broad enough to include some fiction, and does "at the loan desk" mean help given within a few square feet or help given by the librarian, even though her steps from the desk be like the imaginary ones of the lion keeper?

A professor once took his class to the Zoo, and while the lions were being fed, he remarked to the keeper, with a view to his pupils' instruction at first hand: "If one of these gigantic and ferocious carnivora should contrive to emancipate itself and should hurl its prodigious strength into our midst, what steps would you take?" "Bloomin' long uns, sir," said the keeper.

Some prominent thinkers of today do not grant that any fiction is good, and compare supplying it to the public at public expense with supporting a circus for the sake of amusement.

Recently the New York Times asked several well-known librarians to express opinions as to the means that may be employed in restrictions that shall direct public taste into better channels. This question was prompted by the fact that the Springfield librarian had reduced the circulation of fiction twenty-four per cent in four years. It is interesting to note a few of the replies.

Mr Bostwick of New York says: "I would answer, first, by seeing that its resources are brought attractively to the notice of the public by lists, bulletins, etc.; second, by the system of giving out two books at a time and prescribing that at least one shall be non-fiction; third, by constant personal influence, exerted directly through the assistants, who come most closely in contact with the public, especially with the children; fourth, by co-operation with the public schools; and fifth, by excluding from the shelves all books that ought not to be read."

The St. Louis librarian says: "Let the people hear about the books you wish them to read." He has reduced the demand for

Mrs. Southworth about seventy-five per cent in five or six months by placing in every volume of hers issued, a call-slip containing twenty titles of a little better novels.

Mr. Putnam writes: "It is an error to discuss the circulation of fiction merely as fiction. We all read novels, we all profit by them. To supply them is a legitimate function of the public library, which is in part to furnish instruction through recreation and to cultivate the taste as well as the understanding." He also says: "I believe that free libraries would gain in resources and in the end in popular esteem if they would agree to buy no current work of fiction until at least one year after the date of publication."

It is often hard to adapt means and methods used in large libraries to a small country library, like Newington, a town whose population of four hundred is scattered over a surface of four thousand acres, and whose twenty-seven hundred books are accessible to these people only one afternoon, and evening in the week. As its total income is about seventy-five dollars a year, a trained librarian is out of the question; it is quite as necessary at this season, at least, that the librarian shall be able to shovel the paths and build the fires as anything else, for after a long, cold drive the patrons will seek the fire before the book-shelves.

In such a library, with its limited number of books, possibly a catalogue is used less than in a city library with its multiplicity of volumes.

We assign a conspicuous place for our new books; these are found without much help, but it is the books of value upon the shelves that particularly need to be brought into circulation. A book upon the returned pile is eyed much more closely than if it were in its place upon the shelf. A book that goes out once is much more likely to go again.

In a place like this the librarian has the advantage of knowing practically every one of the card holders. Often a person will drive two or three miles, bringing at the same time books for half a dozen other people in his neighborhood; strange as it may seem, it is nevertheless a fact, that some of our most regular patrons almost never come to the library and do not send a list

\* Read at Pittsfield meeting, 1902.

of books wanted, therefore it is highly important to send the right book to the right person at the right time; for instance, we may have lately seen a farmer pruning his orchard and be able to send him an agricultural bulletin on that very subject. Perhaps the daily newspaper will inform you that Mrs. Pedusi has been visiting Mrs. Puzzy-cumdum at the Isles of Shoals; now when Mrs. Pedusi's card comes in with no list accompanying it, thanks to our generous trustees, she may have a book of poems by Mrs. Thaxter, Drake's "Nooks and Corners of the New England Coast," in travel, and "Kelp," a story by W. B. Allen. Again you may notice a boy or girl with one of Santa Claus' new cameras; you can let them know that there is a good book on photography at the library. Very often there are nature studies and various magazine articles which would be especially helpful to school teachers, and the teachers are ready to do much in return. It is encouraging to be told occasionally that a reader finds a particular book so helpful that he intends to have a copy of his own.

A bulletin board with pictures, a poem, a conundrum, or bit of fun, has proved to be a help with us. If a boy reads there that Booker T. Washington's "Up from Slavery" is called the new and better "Uncle Tom's Cabin," will he not find this book?

Will not this little poem serve a double purpose?

#### WHAT WOULD YOU DO?

Now, if you should visit a Japanese home,  
Where there isn't a sofa or chair,  
And your hostess should say, "Take a seat,  
sir, I pray,"

Now where would you sit? Tell me where.

And should they persuade you to stay there  
and dine,

Where knives, forks, and spoons are unknown,

Do you think you could eat with chopsticks  
of wood?

And how might you pick up a bone?

And then, should they take you a Japanese  
drive,

In a neat little "rickshaw" of blue,

And you found, in Japan, that your horse  
was a man,

Now what do you think you would do?

—Selected.

Not long ago Ernest Thompson Seton lectured in Portsmouth, and the Shakespeare Club presented all our school children with tickets. This gave his books a circulation which has not diminished; even the children who are much too young to read them find interest and pleasure in recalling, by the pictures, the stories which he told of King Lobo and Johnny, the little bear.

An early problem with us was how to bring the nature books into circulation. As an experiment we started a nature table, which is another form of a bulletin board, where at this season the witch hazel, our only winter flower, may be shown in full bloom; the rock or Christmas ferns, the bright berries of the American holly, evergreens, sea-weeds, and many forms of beautiful fungi; a resurrection plant has lately attracted some attention; dried insects, woods, and minerals may also be used, and make this corner fully as attractive as do the summer flowers; and the books to which these specimens call attention now find their way into many homes.

Still another form of bulletin board is a cabinet, to which gifts and loans are very acceptable. When a part of a mastodon's tusk was exhibited here, our boys were looking up the life history of this prehistoric wonder; a little basket woven of cedar bark by the Thinklet Indians, doubtless taught a lesson of Alaska and its people; and what interests the children will interest their parents too.

Not long ago a little boy came to the library to learn the name of a pair of mounted birds, which he remembered to have seen in this cabinet. The boy or his people seldom came to the library, but one of the family, a hunter, had shot an unknown bird and the boy had seen our mounted one. He was told about it and that it was called the hooded merganser. The little fellow was trying to fix the long name on his mind and said "Hooded—I guess I can remember that, but merganser; well I can think of my grandsir." He was somewhat relieved when



it was written for him on a slip of paper, and has regularly taken books since that day.

LYDIA S. COLEMAN.

### OPENING OF READING ROOMS ON SUNDAYS.

When the subject of opening the Manchester Library on Sundays was first proposed, more than a year ago, it met with great opposition from the trustees. All but one or two were decidedly against it, and so the matter was dropped for the time being. Later it came up again for discussion. The newspapers printed articles on the subject, ministers talked about it from their pulpits, and the public begged for the privilege of having access to the stores of good things on our shelves on Sundays as well as week days. Finally the trustees decided to try the experiment for a few months and see what the result would be, and on Sunday, October 27, 1901, the library was open to the public for reading-room privileges from 11 A. M. to 5 P. M. On that day the attendance numbered 33, consisting of 16 men, 3 women, and 14 children, and the number of books and magazines circulated to satisfy their needs was 56. Since then the attendance has varied, the largest number any one Sunday being 104, with a circulation of 308. Not long since, there were 61 people in our reading room at one time on a pleasant Sunday afternoon. Most of these were boys from twelve to sixteen years of age, and a more quiet and orderly set of readers would be hard to find, notwithstanding that the majority of them were children belonging to the poorest class in the city, who have had little or no home training, and who, very likely, never see a book or magazine in their homes.

The men who come on Sundays are, for the most part, operatives or mechanics who have no time for reading during the week. They are glad, doubtless, of an opportunity to sit in a warm, comfortable place and refresh their minds with a late book or magazine.

Now as to the class of literature that is read. Of course the popular magazines,

such as Harper's, Scribner's, Century, Cosmopolitan, etc., are always in demand. The Horseless Age, Popular Science Monthly, Electrical World, Scientific American, and others of a like nature come in for their share of readers, while the Bookman, Critic, Nation, and Outlook are also much called for. Books in Science, History, Biography, Travel, and Fiction are circulated to some extent, but the greater part of the readers seem to care more for the periodicals.

The children want Harper's Round Table and St. Nicholas more than anything else, especially the bound volumes of each, while the books they ask for most are Scudder's Children's Book, St. Nicholas Christmas Book, Sunday Reading for the Young, Child's Story of the Bible by Mary Lathbury, and Palmer Cox's Brownie books. The making of picture scrap-books for the use of very small children is to be highly recommended. Many boys and girls come to the library Sundays who are too young to read stories, and a book containing nothing but pictures is indeed a boon to them. Where there are children's rooms, as there are in so many of the newer library buildings, it might be well for one of the assistants to read suitable stories aloud to some of these little folks. This is done to advantage during the week and it seems as if it might do equally as well on Sunday.

We, at Manchester, are unfortunate in having no place sufficiently removed from the main reading room where we could try anything of the sort at present.

It is to be hoped that this Sunday opening will become an organized part of the regular library work in the near future, and if it does, we cannot fail to have more intelligent men and women to make our population in the years to come.

EDITH O. SIMMONS.

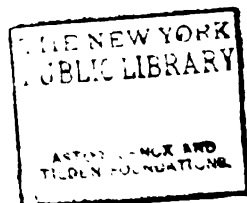
#### *To Trustees and Librarians:*

Send fifty cents and your name to Miss Bessie I. Parker, Dover, treasurer of the New Hampshire Library Association, and thus become identified with and show your interest in its success. Also make your plans to attend the next meeting held in your vicinity.

4  
JUL 8 1902

**BULLETIN**

OF THE



**NEW HAMPSHIRE**  
**LIBRARY COMMISSION**

NEW  
SERIES.]

CONCORD, N. H., JUNE, 1902.

[VOLUME III.  
NUMBER 2.

**BOARD OF LIBRARY COMMISSIONERS.**

<b>JAMES F. BRENNAN,</b>	Peterborough.
<b>WILLIAM D. CHANDLER,</b>	Concord.
<b>C. EDWARD WRIGHT,</b>	Whitefield.
<b>ARTHUR H. CHASE, Secretary,</b>	Concord.

**LIBRARY POST.**

William D. Chandler, chairman of the board of trustees of our state library, and Postmaster Robinson, have in preparation an application to the postmaster general, to make New Hampshire an illustrative and test territory for the exemplification of the plan proposed in the measure, known as the "library post bill," now pending in congress before the house committee on postoffices and postroads, of which Congressman Loud is chairman. This measure contemplates the privilege of exchanging books between libraries, at the pound rate of postage, under certain regulations. This would enable the state library to reach the full measure of its potential usefulness, and serve to make it a central agency and clearing-house for a system of general circulation, at the lowest practicable expense, comprising the federated free public libraries of the state, and would inaugurate a valuable system of handy and inexpensive exchanges of the more substantial classes of books between the local libraries, thus enabling educational institutions in many

sections of the commonwealth, and special students in various lines of serious investigation, to have not only the best but all the local bibliographical resources easily available, and would prove economical, inasmuch as the duplication of costly, voluminous, and cumbersome works of reference, and official and governmental publications, would be unnecessary in different libraries. Exchanges of this kind have been tried by express, but the aggregate expense is large, the cost of sending and returning books, in any instance, being in the neighborhood of forty cents, while any book from any library could be forwarded by mail to any person in the state at from two to twelve cents.

In the state of New Hampshire, with an assumed population of 411,000, there are now established 206 free public libraries, supported by public taxation which is compulsory on the cities and towns. The practical working of the system now in vogue in our state leaves only twelve towns without a free public library in actual operation with a more or less adequate supply of books for free circulation.

Under the direction of the trustees of the state library, the prevailing method of lending books was established in 1894, and demonstrated the wisdom of its adoption. It is carried out through the public libraries of the cities and towns of the state. If a person in a town, for instance, wishes a book from the state library, he goes to his local library and makes application therefor,

agreeing at the same time to become responsible for the expense attending the sending and returning of the same. Upon notification of this application, the state library sends to the local library the desired book, for a stipulated term of two weeks. The local library becomes responsible to the state library, and the individual in turn becomes responsible to the local library. In this way valuable books of reference can be obtained at a small expenditure, especially if the pound rate (one cent) of postage were available for the purpose. The same method of interchange could be conducted between any of the smaller libraries in the state, so that the whole would become one harmonious library system, with so many convenient and equipped stations.

The bill now under consideration was first presented to congress at the session of 1899-1900, but failed of passage, because of the feeling that some of the prevailing abuses of the pound rate of postage should be eliminated before new features were added.

There seems to be a fair prospect that the bill, or a similar one, will eventually be enacted, and it is believed that such a measure would prove of great advantage. The plan of exchanging books between libraries having been already successfully demonstrated in New Hampshire, this would seem to be a propitious locality in which to illustrate the practicability and economy of such an educational mail facility, especially so because our people have already evinced their appreciation of such a project, and understand its practical benefits.

It has been intimated that, if the pending bill should fail to become a law at the present session of congress, an actual test of the plan may be instituted in some state wherein the railroad and postal accommodations are such as to make it the most feasible, and New Hampshire, traversed as it is so largely by one comprehensive railroad system, which would not necessitate the reweighing of packages of books upon passing from one line of road to another, and with its excellent general mail advantages, especially in the central section of the state, is in condition to present the opportunity for the best illustrative postal plant, with its nucleus at Concord, for carrying into opera-

tion the experiment. Indeed, such a trial in this state of the plan proposed by the "library post bill" would mean hardly more than the application of the pound rate of postage to the present cumbersome and expensive scheme already successfully adopted under less favorable conditions.

## LIBRARY SYSTEM OF NEW HAMPSHIRE.

*Considerations Relating to the Situation in respect to the Public Service by Libraries, and particularly to the Inadequacy of the Present System.*

### II.

#### A RESUME.

A *resumé* of the situation exhibits in brief these points:

I. The state library is in its location, housing, resources, equipment, administrative organization, and all other essential features, a model establishment, considered as an institution designed for the accommodation of courts, of officials at the capital, and of those who would consult books of reference in the various departments of literature in research or reading within its walls.

It is not planned or equipped,—

1. To serve, as it must, in order to reach the full measure of its potential usefulness, as the central agency and the clearing house for a system of general supervision over the federated free public libraries of the state, and for a system of exchanges of the more substantial classes of books between the local libraries on the one part and the state on the other; between the local libraries *inter se*; and between the educational institutions of the state and special students in various lines of serious investigation.

2. To afford spacious and adequate accommodations for the valuable and unique collections of the New Hampshire Historical Society; to provide stack-room for the books and pamphlets of that library; security vaults for its manuscripts; facilities for the preservation and exhibition of its collections in art and antiquities, and its other properties, and to afford that institution convenient and well-arranged rooms for meetings and accommodation for the offices and apartments for research in the independent ad-

ministration of its ordinary business and the conservation of its appropriate purpose.

3. An arrangement for co-operation and economy in administration by employment of the same attendants, so far as practicable, for both institutions,—for separate librarianships, but more intimate relations between them,—for co-operation in exchanges, in the operation of a free circulation of standard books among all the libraries of the state, and in the maintenance and working of a library clearing house under the same roof, either that over the state library or that over the Historical Society,—for a better dissemination of information as to the contents of books not for any reason loanable, and a better system of answers to calls for information from worthy and responsible enquirers,—for an enlargement of all the appropriate instrumentalities for the prosecution of the mission of the Historical Society.

The state library should be afforded the means of meeting the requirements of the situation by,—

1. An annex or supplemental building contiguous to or in the not inconveniently distant neighborhood of the present state library building.

2. An arrangement or treaty with the Historical Society for the installment of apparatus for the exchange of books and messages by rapid transit between the respective stack-rooms of the two institutions, both to be in contiguous or closely connected buildings.

II. The Historical Society has a large and invaluable collection of books, pamphlets, manuscripts, and articles of historical interest and value. If destroyed, this collection could not be reproduced. In many of its features it is unique. The mission of the society is important and beneficent. Its work in nearly eighty years of its existence is of immeasurable value to the state and to the world.

Nevertheless it is crippled in respect to,—

1. An inadequate and ill-designed library and administrative building.

2. An endowment insufficient (only about \$12,000) for either of the purposes which must give direction to and govern its efforts, viz.:

- (1) Compensation of a librarian, not to mention clerical helpers, indexers, janitors, and messengers.

- (2) Publication of its manuscript collections and current proceedings.

- (3) Exploration and other effort in eligible localities and among promising sources for the discovery of important manuscripts and the acquisition of such treasures for its archives.

- (4) Assistance to historical students in undertakings advantageous to the state and the development of its written history.

These most important purposes can only be accomplished through the instrumentality of this society by the provision of an adequate house and home for it,—an efficient library personnel in its service,—funds to enable it to perform its duty to the public as an acquirer, conservator, and dispenser of historical riches in full measure without hobbling along in the “humiliating impotency of poverty.”

Some of these purposes can be subserved under the methods which its present circumstances compel the society to adopt.

An enlargement of its library and administrative building on its present site may be effected with the building fund of something more than \$10,000 now at its disposal for this special use; but such an addition to its library and administrative rooms would be only temporary. The society deserves a home adequate and ample for the institutional work that is before it for an indefinite future which promises to be one of vast development and vast importance in historical research and achievement.

For institutional work this society is entitled to an institutional establishment.

III. The free public library system of this state has indeed attained a marvelous development when comparison is made with the library situation of fifteen years ago in the same territory, or with the situation in many states of the Union today. The important and alarming condition in this behalf is that individual liberality and interest in these local libraries, municipal co-operation, and compulsory local taxation for their benefit have carried the work of development as far as it is possible to go upon the resources now available. There is a

striking disparity between the towns in respect to library advantages. With some, various causes have combined to make them affluent in library privileges. With others, the resources of the people have been drawn upon to the limit and still the library is there merely in embryo. The present problem is to accomplish the removal of this disparity by enlargement and improvement of the advantages now afforded to the less favored library constituencies to a degree that shall bring them up to a far higher average than now exists. This can only be accomplished by state aid and outside bounty. The localities in which the needs are most apparent are, as a rule, those in which local municipal taxation for all purposes has been pushed to the limit.

1. A homeless library is a vagrant and is not slow in finding the vagrant's fate. Every local library should have an attractive, substantial, and permanent home. It should be the best public building in the locality.

2. A library without books is like a tenantless mausoleum. Every library building should not only be amply supplied with standard literature, but should also be afforded provision for its increase, and, in small constituencies, for periodical refreshment by a judicious system of exchanges.

3. A library should have a librarian who is an educator, a leader, and a philanthropist. It requires compensation to keep such a public servant in a remote, sparsely populated town or village, where the service of which such a person is capable is most needed.

4. These local libraries need the strength, inspiration, and regulation that come of judicious federation and wise supervision. Therefore the central agency should be in active, efficient, and helpful relations with every local library. Here is a place for a general who is a master of men and a master of emergencies.

5. The local libraries sorely need the help and re-enforcement of a reservoir of books at a central point from which they may draw new and fresh supplies. This must be managed as the blood moves back and forth in the human system. Nothing but a central distributing agency meets the requirements of the existing situation.

The interests of the state library, the Historical Society, the educational institutions of the state, and the free libraries of the towns and cities, analyzed and compared, compel the conclusion that reorganization, federation, supervision, through some central agency, enlargement of the central provisions, facilities and buildings for the administration of a system adequate to meet the needs of all these educational agencies and institutions of our state, are now imperative.

First, the exigency demands co-operation on the part of all who are convinced that the time has come for action on plans that adequately and wisely comprehend the situation in all its relations.

Second, the exigency demands the subordination of special interests to the necessities of great, vital, far-reaching interests of the entire commonwealth.

Third, the exigency demands the accumulation and appropriation of a large fund for the purposes enumerated, viz., the establishment of a central agency for the entire system in adequate structural accommodations at the capital, and the endowment of these agencies with funds that will yield certain, permanent, and sufficient income for the security and development of the system on well-defined lines of unflinching progress.

ALBERT STILLMAN BATCHELLOR.

## MUSIC IN THE LIBRARY.

The recognition of music as a means of culture, by educational authorities, is nothing new. Its study, i. e., vocal music, has long been a part of the ordinary village school curriculum. Its great importance, however, has not been so greatly insisted upon in this country as in some of the older and music-loving nations. Indeed, a good deal of the "music" taught in school (and out) sustains about the same relation to music that the dime novel does to literature. The ordinary individual music library is composed of a little Chopin, some Beethoven, Mendelssohn's "Songs without words," some of Schumann's "Kinderscenen" (the slaughter of the innocents!), perhaps, and the balance is devoted to light bangy trash with "variations" *ad inf.* and "coon" songs and

"After the ball" stuff *ad nauseum*: much like a volume or two of Thackeray, Thomas Hardy, and Hugo, sandwiched in with a lot of Bertha M. Clay rot and Ella Wheeler Wilcox-Marie Corelli twaddle.

The aim of the public library is to promote a love of good literature, in which it is more or less successful. There are libraries and there are communities. But the good leaven is there, quietly at work, a silent influence in behalf of culture in the community. Time shows the beneficent influence of the library.

The library may, in time, accomplish the same end by affording to its patrons a rich mine of the best music.

The Whitefield Public Library has recently established a department of music. In common with many other libraries in the state, it has had books *about* music. Now, it has added the *musical score* itself. The collection has been classified and catalogued exactly as books are, and the music, at present, is loaned in the same manner and by the same rules that books are loaned. After the novelty has worn away, a more liberal arrangement will probably be made, analogous to the loaning of books to the schools: to be kept so long as required unless there is a demand; in which case, the party possessing the book will be notified to return it. Of course, if certain music is in popular demand, duplicates will be provided. It is no more intended that the public collection shall supersede the private library than that people shall look alone to the library for the best books. It is expected that, as in literature, the public collection will be a guide and an influence in the making of the private library.

In cataloguing, the works have been analyzed rather minutely. The contents of collected works is shown by every device in the way of card cataloguing. In addition, the May "Bulletin" will contain an annotated list of the music.

With few exceptions, the music is in the Schirmer Library of Musical Classics, paper bound. Time may show that it was a mistake to buy paper-bound music, although the first cost is so very much less. But each volume has had its binding reinforced by pasting a strip of "Multum in parvo" bind-

ing cloth inside each cover, about two inches at top and bottom, and by pasting similar strips on the outside, over the back. This is where the wear ordinarily is. Of course, the circulation of the music will be among a class of people who treat books decently. And when worn to the danger point, the music will go to the bindery for a substantial flexible binding.

The following is a list of the music added. It is given simply to suggest. Any library contemplating the establishment of a musical department will do well to write to G. Schirmer, 35 Union Square, New York, for catalogues and special library list.

*Pianoforte solos*: Bach, Well-tempered clavichord, 2 vols., English suites, 2 vols., French suites; Beethoven, Sonatas, 3 vols.; Chopin, Complete works, 12 vols.; Grieg, Album, 2 vols.; Handel, Album; Haydn, Sonatas, 2 vols.; Liszt, Consolations and Liebesträume; Mendelssohn, Songs without words.

*Miscellaneous works*: Moszkowski, Album, 2 vols.; Mozart, Sonatas; Rubenstein, Album, 2 vols.; Schubert, Fantasias, etc.; Schumann, Complete works, 5 vols.; Tchaikowsky, Album, 2 vols.; Wagner, Album, Liszt transcriptions; Weber, Concertstück, etc.

*Piano — 4 hands*: Brahms, Hungarian dances, 2 vols.; Beethoven, Symphonies, 2 vols.; Mendelssohn, Symphonies, 2 vols.

*Oratorios*: Handel, Messiah; Haydn, Creation; Mendelssohn, Elijah.

*Operas*: Wagner, Ring des Nibelungen, 4 vols.; Das Rheingold; Die Walküre; Siegfried; Götterdämmerung.

A word of explanation as to Wagner's tetralogy: its cost was more than a third of the entire amount expended. It was purchased in order to effect a relative completeness, so to speak. The library already had books about Wagner and his art. It also had the literary origin of the "Ring"—the "Nibelungenlied." Suppose a musician is looking forward to an opportunity to hear the entire "Ring"; the Whitefield library now affords these advantages to the musician; the use of the entire score (piano) of the operas, with the words, German and English, to be studied, using Lavignac's "Music dramas of Richard Wagner" as a critical guide—the whole to be supplemented

by a study of the great German epic in which Wagner found the literary underpinning of his magnificent operatic structure. This is the reason why "Lohengrin" and "Tannhauser" were apparently overlooked. "Lohengrin" perhaps would be a more popular representative of Wagner's art.

Of course, it will be understood that this list forms simply the nucleus of a more extensive collection, ultimately to include all of the great works. Outside of the Wagnerian operas, the entire list can be duplicated for less than \$25.00. In establishing such a department, the first principle to adopt is the rigid exclusion of everything that is not a classic or absolutely first-class music. Neither should elementary or practice music be included, any more than primary school books are added to the library. The aim should be to inculcate a fondness for the best music by supplying the best, and the best alone. Librarians are forced to sacrifice ideals by adding much of the popular current fiction. But with music, a high standard may easily be established and adhered to with fidelity. The end will crown the work.

C. EDWARD WRIGHT.

#### BEST FIFTY BOOKS OF 1901.\*

- RANK.
1. Churchill, Winston. The crisis. Macmillan. \$1.50.
  2. Parker, Gilbert. The right of way. Harper. \$1.50.
  3. Riis, J. A. The making of an American. Macmillan. Net \$2.
  4. Washington, B. T. Up from Slavery. Doubleday. \$1.50.
  5. Thompson, Ernest Seton-. Lives of the hunted. Scribner. Net \$1.75.
  6. Kipling, Rudyard. Kim. Doubleday. \$1.50.
  7. Van Dyke, Henry. The ruling passion. Scribner. \$1.50.
  8. Fiske, John. Life everlasting. Houghton. Net \$1.00.
  9. Gordon, C. W., "Ralph Connor" (pseud.). The man from Glengarry. Revell. \$1.50.
  10. Cable, G. W. The cavalier. Scribner. \$1.50.

11. Bacheller, I. A. D'ri and I. Lothrop. \$1.50.
12. Evans, R. D. A sailor's log. Appleton. \$2.00.
13. Wilkins, M. E. The portion of labor. Harper. \$1.50.
14. Hadley, A. T. The education of the American citizen. Scribner. Net \$1.50.
15. Runkle, Bertha. Helmet of Navarre. Century. \$1.50.
16. Howells, W. D. Heroines of fiction. 2 vols. Harper. Net \$3.75.
17. Scudder, H. E. James Russell Lowell. 2 vols. Houghton. Net \$3.75.
18. Catherwood, Mrs. M. H. Lazarre. Bowen-Merrill. \$1.50.
19. Jewett, S. O. The Tory lover. Houghton. \$1.50.
20. Burroughs, John (editor). Songs of nature. McClure. \$1.50.
21. Mitchell, S. W. Circumstance. Century. \$1.50.
22. Riggs, Mrs. K. D. (Wiggin). Penelope's Irish experiences. Houghton. \$1.25.
23. Champlin, J. D. (compiler.) Young folks' cyclopædia of literature, art. Holt. \$2.50.
24. Lang, Andrew (editor.) The violet fairy book. Longmans. Net \$1.60.
25. The benefactress, by the author of Elizabeth and her German garden. Macmillan. \$1.50.
26. Chambers, R. W. Cardigan. Harper. \$1.50.
27. Crawford, M. F. Marietta. Macmillan. \$1.50.
28. Maeterlinck, Maurice. Life of the bee. Dodd. Net \$1.40.
29. Muir, John. Our national parks. Houghton. Net \$1.75.
30. Moffett, Cleveland. Careers of danger and daring. Century. Net \$1.80.
31. Strong, Josiah. The times and young men. Baker & T. Net 75c.
32. Balfour, Graham. Life of Robert Louis Stevenson. 2 vols. Scribner. Net \$4.
33. Abbott, Lyman. Rights of man. Houghton. Net \$1.50.
34. Fletcher, W. I., and Poole. Mary Poole's index to periodical literature, abridged edition. Houghton. \$12.00.
35. Wyckoff, W. A. Day with a tramp and other days. Scribner. Net \$1.00.

\* From Library Journal, May, 1902.

36. Dawson, W. H. German life in town and country (Our European neighbors). Putnam. Net \$1.20.
37. Dunne, F. P., "Martin Dooley" (pseud.). Mr. Dooley's opinions. Russell. \$1.50.
38. Harper's encyclopædia of United States history. 10 vols. Harper. \$31.00.
39. Peary, Mrs. J. D. The snow baby. Stokes. Net \$1.30.
40. Brady, C. T. Colonial fights and fighters. McClure. Net \$1.20.
41. Burnett, Mrs. F. H. The making of a marchioness. Stokes. Net \$1.10.
42. Earle, Mrs. A. M. Old-time gardens. Macmillan. Net \$2.50.
43. Higginson, T. W. American orators and oratory. Mrs. C. W. Merrill. \$1.50.
44. Tomlinson, E. T. Old Fort Schuyler (Blue and Buff series). American Baptist Publication Society. \$1.25.
45. Latimer, Mrs. E. W. Last years of the nineteenth century. McClurg. \$2.50.
46. Palmer, F. H. E. Russian life in town and country (Our European neighbors). Putnam. Net \$1.20.
47. Bates, Arlo. Talks on writing English. Houghton. Net \$1.30.
48. Miller, Mrs. H. N., "Olive Thorne Miller" (pseud.). Second book of birds. Houghton. Net \$1.00.
49. Phillips, Stephen. Herod. Lane. \$1.50.
50. Hough, P. M. Dutch life in town and country (Our European neighbors).
51. Robinson, C. M. Improvements of towns and cities. Putnam. Net \$1.25.
52. Argyll, Duke of (Marquis of Lorne), V. R. I. Queen Victoria. Harper. Net \$2.50.
53. Wright, M. O. Flowers and ferns in their haunts. Macmillan. Net \$2.50.

#### PERIODICALS IN LIBRARIES.

This is the age of periodical literature. There is hardly a subject of thought today that does not have one or more periodicals devoted to it and the list of general periodicals is very large. This mass of literature can be made of very great usefulness through our public libraries with a minimum of expense to them.

Take, for example, a file of Harper's or Century for the last fifteen years. It will

be found that articles have appeared therein upon almost every subject of current interest, while the fields of fiction and general literature are very largely treated. It is absolutely essential that these periodicals should be on the shelves of every public library. If the library is in position to have them bound, well and good, but if not, get them just the same and use them as freely as your other books. It will surprise you to find how often and how fully they will answer the questions which your patrons ask, and after having them upon your shelves for a year you could not be induced to part with them.

The commission believe there is a simple way in which all the libraries in the state can obtain more or less complete sets of the principal periodicals, and because of that belief they propose to inaugurate a new department, to be known as a "Clearing House for Periodicals." This matter has already been successfully tried in other states and certainly should meet with equal success here.

1. In the first instance the success of this venture must wholly depend upon the earnestness with which each librarian enters into it. It is safe to assume that in each town in our state there are persons taking the more important periodicals. The first step is to gather these periodicals into the public library of the town, and the librarian of that library must accomplish this. The only thing necessary to this end, it is believed, is for her to get into touch with the person who takes the periodical, for very few care to keep such things after they have read them, and, if asked, will be glad to present them to the library.

To get in touch with the individual the librarian must go to them, not expect them to come to her. Find out by personal inquiry who are taking periodicals, or, better still, put an article in the local paper setting out the needs of the library in the line of periodicals and stating that a representative of the library will call upon the citizens for contributions of magazines.

Now comes the critical point, to approach these people and get them interested in the plan. Go to them with a full and frank statement of just what is intended to be



accomplished, that from the periodicals which they may contribute there will first be selected and permanently preserved in the library of the town those numbers now lacking from its files, that the other numbers will be sent to the clearing house of the library commissioners at Concord, where the library will be carefully credited with the number of copies turned in and allowed to select from the periodicals turned in by other libraries an equal number of copies which it needs for completion of sets. Take all periodicals offered and do not refuse copies because you have already received them elsewhere; as you will readily see, the advantage to be gained for your library will depend upon the amount of material you are able to send to the clearing house for your exchange account.

2. Having given every one an opportunity to give to the library, and being satisfied that you have obtained all the periodicals that are available, the next step is to carefully sort out from what you have received as complete sets as possible of those periodicals you decide to preserve in the library, tying numbers belonging to the same volume together and placing the sets in order of volumes upon your shelves. Then count the numbers you have left, pack them in boxes and send them to the Library Commission, care State Library, Concord, N. H., prepaying transportation charges. At the same time write the library commission telling them what you have sent and enclosing a careful list of what you need to complete your sets. In stating these needs it will be well to mention volume and number and also year and month desired.

3. Assuming that the plan has been successful up to this point the library commission will now have in their hands a large mass of periodical literature from many different libraries, among which there are sure to be many of the numbers which your library needs for the completion of its sets. The commission pledges itself to carefully pick out and send to your library numbers you need until you have received as many as you have turned in, you of course paying transportation charges.

This plan is entirely for the benefit of the libraries. No individual gets any benefit

from it and the library commission voluntarily assumes the work necessary to carrying it out. The only expense involved for the library is the payment of transportation charges both ways, which will in most instances be less than one dollar.

The commission therefore urgently request librarians to take hold of the matter at once. It is desirable to have all libraries who are to take part send their material to the clearing house not later than September 1, 1902, at which time distribution will begin. Let the commission know immediately of your intention to participate and then go into it with a determination to succeed.

A suggestive list of the most important general periodicals is here given, with the date when each was first published.

Atlantic Monthly. November, 1857.

Century (continuation of Scribner's Monthly). November, 1881.

Cosmopolitan. March, 1886.

Harper's Magazine. June, 1850.

Harper's Round Table (continuation of Harper's Young People). 1879-1899.

McClure's Magazine. June, 1893.

New England Magazine. January, 1886.

North American Review. May, 1815.

Outlook. July, 1893.

Popular Science Monthly. May, 1878.

Review of Reviews (American Edition). January, 1890.

St. Nicholas. November, 1873.

Scientific American. September, 1845.

Scribner's Magazine. January, 1887.

Scribner's Monthly. November, 1870-October, 1881.

World's Work. November, 1900.

Youth's Companion 1827.

## NEW HAMPSHIRE STATE PUBLICATIONS.\*

Inclusion in grant of land to Gorges and Mason called province of Maine, 1622. Separation by grant to Mason, 1629. Final defeat of claims of Mass., 1679. Legislature draws up and adopts a constitution, 1776; revision of constitution, 1788. Ratification of federal constitution, 1788.

Annual reports, 1859, 62-67, 70-96. 1860-97. 80.

*Note.* All regular annual and biennial reports (with occasional omissions) of state officers, bound with a general title-page. 1859, 62-67, 70, 73 have no general title-page. 1886-89 in 3 v. each; in 3 v. each from 1890. Rpts. previous to 1870 cont. in appendices to House Journals.

\* Reprint from Bowker's State Publications.

# CONSTITUTION AND CONSTITUTIONAL CONVENTIONS.

Convention of 1781-83. Address, 1781, 82. 12°.  
— Constitution. 1783. 12°.

Convention of 1791-92. Journal. *n. d.*

— Articles in amendment of constitution, Feb., 1792. 8°.

— *Same*, May, 1792. 12°.

— Constitution as amended Feb., 1792. 16°.

— *Same*, May, 1792.

— Constitution established Sept. [5], 1792. '92. 12°.

*Note.* Reprinted 1850.

Convention of 1850-51. Rules. 1850. 12°.

— Report of committee on amendments. 1850. 12°.

— Report of committee on education. 1850. 12°.

— Report of committee on judicial dept. 1850. 12°.

— Statements of clerks of courts. 1850.

— Amended constitution; with resolutions submitting amendments. 1851. 8°.

Convention of 1876. Journal. 1877. 8°.

— Constitution as submitted to vote of people. 1877. 12°.

— Vote on amendments, 1877. '85. 4°.

Convention of 1889. Journal, Jan., 1889. '89. 8°.

— Bill of rights and constitution; also rules and list of members. 1889. 8°.

— Constitution as submitted to vote of people. 1889. 12°.

— Constitution. 1896.

## EXECUTIVE AND STAFF.

Governor. Message. 1819-97. 8°.

*Note.* Publication doubtful prior to 1819, and for 1824-33, 35-49, 55-60, 62, 63, 69-73. Most of the messages are inaugural; biennial from 1881.

— Message on Missouri question. [1820.]

— Conscription in N. H. 1863.

— Valedictory message. 1867.

Governor and Council. Official proceedings at dedication of statue of Daniel Webster, Concord, 17th June, 1886; [with history of the statue by B. W. Ball, and oration by S. C. Bartlett]. '86. por. 8°.

— Report of committee on revision of records of N. H. soldiers and sailors. 1889.

— Report of committee on publication of early State and Province papers. 1890. 8°.

— Statue erected by N. H. in honor of John Stark; its inception, erection, and dedication. 1890. 8°.

— Account of the unveiling ceremonies of the statue of John P. Hale, Aug. 3, 1892. 8°.

— Addresses at the dedication of the monument erected to the memory of Matthew Thornton at Merrimack, N. H., Sept. 29, 1892. '94. 8°.

— Dedication of Sullivan monument at Durham, Sept. 27, 1894. '96. ill. 8°. 108 p. Adjutant-general. Report, annual 1852-93, biennial 1894/96, 97/98. 8°.

*Note.* Separate publication doubtful prior to 1853, and for 1853-56, 58-61. Rpts. 1865, 66 in 2 v. each.

— General orders issued from the general headquarters of the N. H. National Guard, 1891-97.

*Cont.*: 1891, 10 nos. '92, 8 nos. '93, 10 nos. '94, 9 nos., and extra no. 6. '95, 7 nos. '96, 9 nos. '97, 5 nos.

*Note.* Sheets or half sheets, pages not numbered; except rpts. of the Inspector General and Inspector of Rifle Practice, which are pms., 8°.

— Revised register of soldiers and sailors in the rebellion; by A. D. Ayling. 1895. 4°. xii (1) 1347 p.

Auditor of Treasurer's Accounts. Report, 1865. 8°.

Auditors. Report, 1866, 67.

Quartermaster-General. Report, 1862, 65, 66.

Secretary of State. New Hampshire manual for the General Court, 1st-6th [bien.], 1889-99.

*Note.* In addition to matter regularly published in each issue, the manual of 1891 contains an official succession, 1680-1891; the manual of 1896, a list of N. H. land grants; the manual of 1896, a list of biographies of N. H. persons mentioned in Appleton's Cyclopædia of American biography; the manual of 1897, a sketch of the early govt. of N. H. A portion of these manuals, repaged, forms a smaller manual, or "Rules," which see under Legislature.

— Annual report upon the returns from corporations, 1st-7th, 1892-98. 8°.

— Corporation laws of N. H. [1881.]

— *Same*. 1892. *n. t. p.* 8°.

— First annual report on indexing laws and records, 1885. '85. 8°. pap.

*Note.* No other ann. rpt. was made.

Treasurer, Annual report, 1847-98. 8°.

*Note.* Separate publication doubtful prior to 1847 and for 1850, 52-56, 58.

- Special report, 1st-4th [bien.], Jan., 1893-99. 80.

#### INSPECTION AND REGULATION.

- [Agriculture.] Board of Agriculture. Report, 1st-23d [annual], 1871-94; 24th-25th [bien.], 96-98. 23v. 80.

*Note.* 15th-16th in 1 v. A former board pub. by state authority in 1823, "The N. H. agricultural repository, No. 1."

- Centennial papers: 100 years' rural progress, and reports and addresses relative to the Centennial Exhibition, 1876; prep. by James O. Adams, Secretary. '77. 80.
- N. H. census statistics, 1880; comp. by G. Edwin Jenks. '83. 80.
- Catalogue [price-list] of N. H. farms for summer homes, 1890, 91, 92, 94, 95. 5v. 80.

*Note.* 1890-92 entitled "Secure a home in N. H."

- Lakes and summer resorts in New Hampshire. 1st-4th, 1891, 92, 93, 97. ill. 80.

*Note.* The 3d and 4th are entitled "Gems of the Granite State." obl. 1<sup>st</sup> and obl. 4<sup>o</sup>.

- Commissioner of Agriculture and Immigration. Report, Aug., 1890. 80.

- Bank Commissioners. Annual report, 1st-53d, 1844-98. 80.

*Note.* Separate publication doubtful prior to 1844, and for 1845, 47, 48, 51, 53.

- Laws of N. H. rel. to banks, etc. 1892, 95.
- Special report. 1896, 98.

- [Cattle.] Board of Cattle Commissioners. Report, 1st-2d ann., 1894, 95, and 1st-2d, bien., 1897, 99. 4<sup>o</sup> and 80.

- Report concerning contagious diseases among cattle. 1865.

- [Education.] Commissioner of Art Education in Public Schools. Report, 1875.

- Superintendent of Public Instruction. Report upon public schools, annual, 1st-48th, 1847-94; biennial, 49th-50th, 1896, 98. 80.

*Note.* Comprises 1st-4th ann. rpts. of Commissioner of Common Schools, 1847-50; 1st-17th ann. rpts. of Board of Education, 1851-67; ann. rpts. of Board of Education and Supt. of Public Instruction, 1868-74; rpts. of Supt. of Public Instruction, being 29th-50th rpts. upon the public schools of N. H.

*See also under* Legislature.

- Circular No. 10, 12, 13: International exhibition at Phila., 1876. *n. t. p.* '75. 80.

- Annual lists of school boards and teachers of a higher grade in N. H. towns. 1890-94. 80.

- Regulations governing examination and certification of school teachers. 1896, 98. 80.

- [Fish and Game.] Commissioners upon Fish and Game. Report, annual 1866-94, biennial 1890-98. 80.

- Report of legislative committee on propagation and preservation of fish. 1857.

- Report of legislative committee on fisheries. 1865.

- Fish and game laws. 1879, 86, 96.

- Forestry Commission. Report, 1885, 91, 93; 1st-4th, 1893-98. 80.

*Note.* First report of the present commission, 1893, biennial from 1896. The report for 1894 contains maps and bibliography of the White Mts.

- [Health.] Board of Health. Report, annual, 1st-13th, 1882-95; biennial, 14th-15th, 1896, 98. 80.

*Note.* Rpts. 1st-3d contain Registration reports, 1881, 82; 7th contains public health laws of N. H.

- Diphtheria: its restriction and prevention. *n. t. p.* [1892.] 80.

- Suggestions for the prevention and restriction of cholera. *n. t. p.* [1892.] 80.

- Preliminary report relating to burning of Strafford Co. Almshouse. 1893.

- Registrar of Vital Statistics. Report, annual, 1st-15th, 1880-94; biennial, 16th, 1895/96. 80.

*Note.* 1880-83 pub. in Board of Health rpts.

- Nomenclature of causes of death. *n. t. p.* 80.

Immigration. *See* Agriculture.

- [Insane.] Commissioner of Lunacy. Report, annual, 1st-5th, 1890-94; biennial, 6th-7th, 1896, 98. 80.

- Insurance Commissioner. Report, 1852-69; 1st-29th annual, 1870-98. 80.

*Note.* Returns of insurance companies made by Sec. of State, 1850-51. From 1852-69, office was Insurance Commissioners (three).

- Supplementary report. 1892.

- Preliminary report. 1893, 96.

- General laws rel. to insurance in N. H. 1892, 95, 98.

- [Labor.] Bureau of Labor. Report [annual], 1st-2d, 1893, 94; biennial, 3d-4th, 1896, 98. 80.

— Report on Bureau of Labor Statistics. 1872.

[Library.] Board of Library Commissioners. Report [on] free public libraries, 1st-4th [bien.], 1892-98. 80.

— Bulletin, 1st-3d, Dec. 31, 1895-99. 80.

— [Circular containing statutes, etc.] *n. t. p.* [1896.] 40. (3) p.

Railroad Commissioners. Report [annual], 1849-98. 80.

*Note.* Publication doubtful prior to 1849. 1856 not pub.

— Statutes relating to railroads, 1893.

— Special report regarding railroads operated by other than steam power. 1894. 80.

— See also under Miscellaneous.

[Reform School.] Commissioners [on] Reform School. Report, 1852, 57, 58.

[Taxation.] Board of Equalization. Valuation and taxation in N. H., 1st-14th [annual], 1881-94; 15th-16th [bien.], 1896, 98.

— Railroad, telegraph, and telephone tax for 1892. Broadside.

Tax Commissioners. Report, 1876, 78. 80.

#### INSTITUTIONS.

[Agriculture.] College of Agriculture and the Mechanic Arts. Report of trustees, 1st-24th [annual and biennial], 1867-98. 80.

— Report of committee. 1864. 80.

— Catalogue, 1890/92-97/98.

— By-laws. [1893.] *n. t. p.* 80.

— College monthly, v. 1-5, 1893-98.

*Note.* First pub. as the "Enalchsee."

— Agricultural Experimental Station. Annual report, 1st-2d, 1888, 90. 80.

*Note.* Ann. rpts., 1st-9th, 1888-98, pub. in rpts. of Trustees of College of Agriculture.

— Bulletin, 1st-57th, Apr. 1888-Sept. 1898. 80.

New Hampshire Agricultural Society. Report, 1850/52-60. 9v.

*Note.* Pub. through State Printer till 1858; state took part of ed., 1858-60.

[History.] New Hampshire Historical Society. Act of incorporation, constitution and by-laws. 1823. 80. 21 p.

— Collections; v. 1-10. 1824-93. 80.

— Proceedings; v. 1-3, pt. 1, June 1872-Feb. 1897. 80.

*Note.* Not pu. by state.

Industrial Commissioners. Report, 1852, 56. Industrial School. Report of officers, annual 1857-94; biennial 1895-99. 80.

*Note.* Formerly reform school.

*See also under* Inspection and Regulation, Reform School.

[Insane.] Asylum for the Insane. Report of officers, annual 1841-95; biennial 1896-98.

— Report of board of auditors. 1877.

— Manual, 1879, 93, 95.

— Historical sketch, 1830-March 31, 1886. 86. 80.

*Note.* Reprint from rpt., 1886.

— Reprints from the Asylum Press:

— — Extracts from newspapers and periodicals in rel. to condition of insane in N. H., previous to erection of N. H. Asylum for the Insane. 80.

— — Report of the select committee to the House of Representatives upon the subject of building an insane hospital, 1832. 80.

— — Lecture delivered by Dr. William Perry, of Exeter, June sess., 1834, in Representatives' Hall, at Concord, on Insanity, condition of the insane, and the necessity of an asylum. 80.

— — Extract from a report made by Charles H. Peaslee to House of Representatives, June sess., 1834, for the committee on so much of Governor's message as related to the insane. *n. t. p.* 80.

— — Report made to the Legislature on the subject of the insane, June sess., 1836. 80.

— — An appeal to the citizens of N. H., in behalf of the suffering insane, 1838. 80.

— — Report of the trustees of the N. H. Asylum for the Insane, made to the Legislature at their November sess., 1840. 80.

— — Second report of the trustees of the N. H. Asylum for the Insane. *n. t. p.* 80.

*See also under* Miscellaneous, Insane Paupers.

[Library.] State Library. Annual report of Librarian, 1870-94. 80.

*Note.* Previous to 1847, librarian was appointed by the legislature for the session only; in 1847, the Sec. of State was made librarian, *ex officio*, and thereafter made annual reports (except 1850, 65); in 1866 a new law placed the library on its present basis. No rpt. pub. 1866, 68, 69; biennial from 1864, includ. in rpts. of trustees.

- [Preliminary] report of trustees. 1867. 80.
- Report of trustees [with Report of State Librarian to trustees]; biennial, 1896. 98.
- Catalogue, 1847, 57. 2v. 80.
- Catalogue of history, etc. 1896.
- Reprints:
  - Minutes of the proceedings of the Baptist Convention of the State, 1826-29. 80.
  - Journal of the proceedings of the Convention of the Episcopal Church in the Diocese of N. H., 45th-51st, 1845-51. 80.
  - A continuation of the narrative of the Indian Charity School in Lebanon, in Connecticut, New England, founded and carried on by the Rev. Dr. Eleazer Wheelock; with an appendix.
  - Osborne's New Hampshire register, with an almanack, for the year 1787-88; calculated for the meridian of Portsmouth. [1893.] 2v. 120.
  - Ladd's pocket almanack, for the year of our Lord 1794; calculated for the meridian of Portsmouth, Lat. 43:5 N., but will serve for any of the New England States; to which is annexed the N. H. Register, etc. [1894.] 120.
  - An index of the historical matter contained in the N. H. Registers from 1772 to 1892; in the Political Manuals from 1857 to 1872; and in the People Hand-Books for 1874, 1876, and 1877; preceded by brief biographical sketches of most of the compilers, by Joseph B. Walker. Reprinted for the State Library from the report of the State Librarian, 1891. 120.
  - Bibliography of Manchester, N. H., by S. C. Gould. 80.
  - Bibliography of Dartmouth College and Hanover, N. H., by J. T. Gerould. 80.
  - List of State Librarians, Oct. 1, 1890. *n. t. p.* 80.
  - List of reports of Departments of the State of N. H. and other documental matter published in the appendices of Legislative Journals, and subsequently in "Annual reports," 1822-89. 80.
  - Statistics relating to public libraries in N. H. 80.
  - Author-list of New Hampshire, 1685-1829. 80.
  - N. H. official publications, 1889-90. *n. t. p.* 80.
- Regimental historians. *n. t. p.* 80.
- Table of sessions of the Legislature of N. H., 1776-1889. *n. t. p.* 80.
- Check-list of N. H. laws, 1789-1889. *n. t. p.* 80.
- English and Canadian law reports, digests, and statutes wanted by the State Library of N. H., Oct. 1, 1890. *n. t. p.* 80.
- Association of State Librarians: list of officers and resolutions. *n. t. p.* 80.
- Reports of State Library, 1847-64. '97. 80.
- Normal School. Report, annual 1871-95; biennial 1896-98. 80.
- Catalogue, 1st-27th [annual], 1871-97/98. 80.
- Report of special committee. 1867.
- Report of legislative committee. 1877.
- [Prison.] State Prison. Report of officers, annual 1835-94; biennial 1896-98. 80.
- Note.* Preceded by report or statement of the Warden. Publication doubtful prior to 1835 and for 1836-40, 43-49, 51, 52, 58, 60.
- Inventory of stock, tools, provisions, etc. 1852. 80.
- Majority report of legislative committee, 1856. 80.
- *Same:* Minority report.
- Report of legislative committee, 1868.
- Rules and regulations. 1869. 80.
- *Same.* 1873. 80.
- Report of Commissioners, 1875, 81.
- Soldiers' Home. Biennial report, 1st-5th, 1890-98. '91-99. 80.
- By-laws. 1890.

#### JUDICIARY.

The issues listed under this heading are official, but not state publications.

New Hampshire Reports: Cases determined in the Supreme Court, v. 1st-66th, 1819-96.

*Conts.:* v. 1, 1816-19; by N. Adams. 2, 1819-23; by W. M. Richardson and L. Woodbury. 3-5, 1823-33; by —. 6, 1833-34; by B. B. French. 7-18, 1834-48; by —. 19, 1848-49; by W. L. Foster. 20, 1849-50; by W. E. Chandler. 21-31, 1850-55; by W. L. Foster. 32-37, 1855-59; by G. G. Fogg. 38-44, 1859-63; by W. E. Chandler. 45-48, 1863-69; by A. Hadley. 49-55, 1869-75; by J. M. Shirley. 56-57, 1875-76; by D. Hall. 58, 1876-79; by E. A. Jenks. 59-64, 1879-88; by W. S. Ladd. 65-66, 1888-91; by F. N. Parsons.

Digest (Rpts., v. 1-12; by J. J. Gilchrist. 1846. 80.

- *Same* (Rpts., v. 13-15, 19, 21-31); by G: Bell. 1858. 80.
- *Same* (1816-65); by C. R. Morrison. 1868.
- *Same*: Digest of cases determined in the Supreme Courts, 1816-1888, and reported in the N. H. reports, v. 1-64, includ. Smith's N. H. reports, by C: R. Morrison. Concord (C: R. Morrison), '90. 80. Net, \$12.50.
- *Some*: Alphabetical table of cases in N. H. reports, N. H. cases cited in the N. E. states, N. Y., and U. S. Supreme Court to 1890; also erroneous citations in N. H. reports, by R. A. Ray and R. E. Walker. Concord (Ray), '91. 80. \$7.50.

#### LEGISLATURE. [*Called* GENERAL COURT.]

Legislative sessions biennial; one regular session, beginning January, in odd years.

Laws and rpts. of legislative committees issued by Sec. of State, Bank Commissioners, Commissioners upon Fish and Game, Insurance Commissioner, Railroad Commissioners, Normal School, State Prison, Commission upon War Expenses, and Commission on Insane Paupers, will be found under these headings.

Laws; 1776, 1780-89, 1791-1897.

Laws; compilations and revisions, 1780, 89, 92, 97, 1805, 11, 15, 24, 30, 42, 51, 53, 54, 67, 78, 91.

*Note.* For details, see N. H. State Library report, 1892, p. 106-117.

[Statutory Revision.] Report of Commissioners to revise statutes, 1842, 67, 78, 90. 80.

Journals; 1784-1897.

*Note.* For details, see N. H. State Library Rpt., 1892, p. 93-104.

House bills, 1893-97. ['93-97.] 80.

House joint resolutions, 1893-97. ['93-97.] 80.

Rules, 1825-97. 160.

*Note.* Publication doubtful prior to 1825, and for 1826-56, 58-59, 61, 66, 68.

Proposed law for the establishment, maintenance, and supervision of public libraries. *n. t. p.* [1849?] f0. 1 p.

Digest of the laws rel. to common schools, with legal decisions, forms, etc.; prep. by C. Ainsworth. 1850. 80. 62 p.

Reports of legislative committee on enlargement of State Capitol. 1864.

Index to the Laws of N. H., recorded in the office of the Sec. of State, 1879-1883. '86. 80.

Proceedings and testimony before the judiciary committee of the House in the investigation of charges of bribery of members of the Legislature [Oct. 5-19, 1887.] 80. 426 (1) p.

Proceedings and testimony before the special committee of the Senate [on] alleged attempted bribery of Hon. Oliver D. Sawyer. [1887.] 80. 103 p.

#### MISCELLANEOUS.

Boundary Line Commission. Report of survey of boundary between N. H. and Maine; by J. H. Huntington and A. P. Gordon, 1875.

— Report [on] true jurisdictional line between Mass. and R. I., to N. H. Legislature, June, 1887. 2 folded maps. '87.

— Report [on] true jurisdictional line between Mass. and N. H., 1887, 89, 95. 3v. 80.

[Bunker Hill.] Commissioner on Bunker Hill Tablets. Report on N. H. soldiers killed or mortally wounded at Bunker Hill June 17, 1775; [by G: C. Gilmore]. *n. t. p.* [1891.] 40.

[Capitol.] Report of architect [G. J. F. Bryant, on] enlargement of State Capitol. 1864.

[Civil War.] Commission upon War Expenditures. Report, 1866.

— Report of legislative committee [on military expenses], 1863.

[Courts.] Commission upon Town or Local Courts. Litigation statistics. 1860.

Endicott Rock Commission. Report of the Commissioners for the preservation of the Endicott Rock at the Weirs in the town of Laconia, 1893. 80.

Geology. Annual report of C. T. Jackson, 1841, 42. 80.

*Note.* 1842 has no title-page.

— Final report of C. T. Jackson, 1844. 40.

— Annual report of C: H. Hitchcock, 1st-5th, 1869-73. 80.

— Geology of N. H.; by C: H. Hitchcock. 3 v. and atlas. 1874-78. 40.

[Indian Stream.] Commissioners [as] to Indian Stream. Report, Nov., 1836.

[Insane Paupers.] Commission on Insane Paupers. Report, 1873, 83.

— Report of legislative committee relating to indigent insane, 1851.

- [Louisburg.] Commissioner at Louisburg. Roll of N. H. men at Louisburg, 1745; [by G. C. Gilmore]. 1896. 63 p.
- [Militia.] Commission to Revise Militia Law. Report, 1877.
- [Prisons.] Commissioner to International Prison Congress, London, 1872. Report; by A. Folger, '73. 80.
- [Railroads.] Commissioners [on] State's Interest in the Concord and B. & M. R. Rs. Report [on] State's interest in the Concord R. R., its branches and property, and in the Boston & Maine R. R. 1899. 80.
- [Silk.] Agent upon Silk Culture. Report; [by J. M. Harper, 1830].
- [State Papers.] See under Supplemental: Provincial, Provincial and State Papers.
- [Swedes at Suncook.] Attorney-General. Report in matter of the Swedes at Suncook, 1883. 80.
- Water Power Commission. Report on preliminary examination of water power of N. H. 1870.
- Water Supply Commission. Report in relation to the effect of drawing off water of N. H. lakes and ponds to supply mills. [1885.] 80.
- Winnepesaukee Lake Manufacturing Co. Commission. Report. [1879.]

#### SUPPLEMENTAL: PROVINCIAL.

##### Including reprints.

- General Court. Laws, 1699.  
*Note.* Reprint pub. 1888; also printed in v. 19, Provincial and State Papers.
- Laws; compilations and revisions, 1716 [cont. Acts, 1696-1716], 1718, 19, 21, 26, 61, 71.  
*Note.* For details see N. H. State Library report, 1892, p. 105. Reprints of laws of 1796 and 1761, pub. respectively 1896, and 1883, 98.
- Journals; Jan. 1744-May 1745; July 1767-Oct. 1768.  
*Note.* For details see N. H. State Library report, 1892, p. 93.
- Index to the Journals of the House of Representatives of N. H., 1711-1784. 1890-94. 2v. 80.
- Index to records of Council of N. H., 1631-1784. 1896. 80. 540p.
- Provincial and State Papers. Documents and records relating to N. H. 28v. 1867-96.

- Cont.*: v. 1-8. Provincial papers, 1622-1788.  
9. Town papers, 1688-1784.  
10. Provincial and State papers, 1749-92. } Ed. by N. Bouton.  
11-12. Town papers.  
14-17. Revolutionary rolls. } Ed. by I. W. Hammond.  
18. Misc. provincial and state papers.  
19. Provincial papers.  
20-22. Early state papers. } Ed. by A. S. Batchellor.  
23. List of documents.  
24-28. Town charters.

Dover (N. H.) Public Library (19th report, 1901). Added, 1,720; total, 27,709. Issued for home use, 66,731. Reading-room attendance, 26,682; Sundays, 2,150. New registration, 437; total registration, 9,960. Receipts, \$3,931.61; expenses, \$3,924.36.

Among the gifts were a collection of music and music books numbering 360 volumes, including scores of oratorios and cantatas, church and choral music—some of historic value.

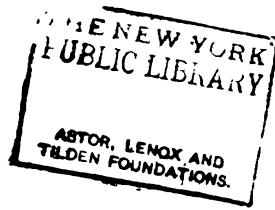
Concord (N. H.) Public Library (Report for year ending December 31, 1901). Added by purchase, 1,250. Issued for home use, 89,000. New registration, 639.

A. Conan Doyle's new book, "The South African War: its cause and conduct," will, it is announced, be sent free to any public or institutional library, upon application to the publishers, McClure, Phillips & Co., New York.

"Hints to small libraries," Miss M. W. Plummer's useful little hand-book, is now in press in a third edition and will be shortly issued. Published by Miss Plummer from the Pratt Institute Free Library.

Soule, Charles C. "Modern library buildings." (In "Architectural Review," January, 1902, 9:1-6.) An historical account of the architectural development of the present-day library building. This number of the Review is a special "library number." Nearly fifty pages are given to plans of library buildings.

The Harvard University library report calls attention strongly to the crowded conditions of the library. A complete recount of the books and pamphlets, the first since 1878, shows 387,097 of the former and 32,817 of the latter.



# BULLETIN OF THE NEW HAMPSHIRE LIBRARY COMMISSION

NEW  
SERIES.]

CONCORD, N. H., SEPTEMBER, 1902.

[VOLUME III.  
NUMBER 3.]

## BOARD OF LIBRARY COMMISSIONERS.

JAMES F. BRENNAN,	Peterborough.
WILLIAM D. CHANDLER,	Concord.
C. EDWARD WRIGHT,	Whitefield.
ARTHUR H. CHASE, <i>Secretary</i> ,	Concord.

The state library is desirous of furnishing all possible aid to the woman's clubs of the state in the preparation of subjects for the coming winter. Undoubtedly there are many volumes in its collection upon subjects to be taken up which will prove of material value and are not available elsewhere in the state. It is therefore urged that librarians in the different cities and towns write the state librarian giving the program which is to be carried out by the woman's club of their city or town during the winter of 1902-03. Upon receipt of such program the librarian will be pleased to make up and send to the local library a typewritten list of the books in the state library which will be of assistance in writing upon the subjects to be treated. This typewritten list can be posted in the library room and the attention of members of the woman's club called to it, with the suggestion that they may obtain any of the books they desire to see from the state library through the local library by application and payment of express charges. If the necessary data with reference to the program is not at hand call the attention of the secre-

tary of the woman's club to this article and urge her to send a copy of the program to the state library. To act upon these suggestions means a material increase of the usefulness of the state library and of the local library and additional appreciation of the services of the local librarian. The commission, therefore, earnestly hope that local librarians will enter strongly into the spirit of the proposition and do all in their power for its success.

The Library of Congress has recently begun the issue of printed catalogue cards for card catalogues. These cards are of standard size and quality and have printed upon them a full bibliography of the book mentioned and in many instances the subject entries for the book.

The chief point of importance of these cards to the local librarians of our state lies in the fact that they cover all copyrighted books of current issue including fiction and general literature.

The state library is receiving daily a series of proof sheets of all the cards that are printed, such proof sheets being subdivided under subject headings such as "Fiction (English)," "American History and Description," "Social Science," etc. These proof sheets are to be kept permanently on file at the state library for the use of the libraries and citizens of the state. These sheets will be very valuable to librarians whether they



desire to purchase any of the cards or not for the reason that they give a very complete bibliography of all current books issued. To increase their usefulness to the local libraries the state librarian is prepared to send them to any librarian in the state for examination and return upon receipt of sufficient postage to cover cost of sending or upon assurance by the local librarian that express charges will be paid if sent by express collect.

In most cases librarians would care to see only the proof sheets upon "Fiction," "Literature and Science," and "Social Science" and the postage necessary for sending and returning them would be comparatively small.

In order that librarians may see the proof sheets and judge of their value the state librarian will send without expense one lot of the sheets to any library making application therefore. If upon examination it is found that the sheets will prove valuable a library can insure receiving proof sheets upon such subjects as they desire to see by depositing with the state librarian one dollar towards postage charges or by an assurance in writing that express charges will be paid.

It is not possible at this time to give a full description of the undertaking, but the state librarian will be pleased to answer any inquiries that are made of him.

### REPAIRING FOR SMALL LIBRARIES.

By small libraries I mean those under 5,000 volumes, and having but one or at most two people in the library. Such libraries are open but a few hours every week, and are generally limited rather closely in their funds, and a penny saved is as good as a dollar in libraries with a larger income. There is as much wisdom in the old adage, "A stitch in time saves nine," for a library as there is for a household, as much for a librarian as for a housewife. In fact the librarian's occupation is much like that of a housewife for it is never done. And as more than 75 per cent of our librarians are women, to them is due the success of our small libraries. Their economy, fidelity, and

mastery of details, have made them stretch a dollar many times farther than the man could have done, and so increased the usefulness of their library.

I suppose that you have some knowledge of bookmaking, of paper, printing, and binding to start on. The book of today in cloth case is, on the whole, not so good as the cloth book of thirty to fifty years ago in the three details as given above.

There is much pulp paper used in the letter press, and for the process pictures a heavy Kaolin or clay paper is used. Neither pulp nor Kaolin paper have any strength or tenacity when subjected to circulating use and they soon go to pieces. The ink is pale or grayish. The binding troubles us the most however. As a general thing it is the poorest on the books which are most used and hardest used. In fact some publishers are under more than suspicion of making books so poorly they will wear out quick and have to be replaced by new copies.

Mending is only a makeshift or temporary device. Sooner or later the book has to go to the binder. So do nothing which will hurt the book for rebinding, or make it more difficult to do a good job. Use no mucilage or glue, both harden with age, are difficult to remove, and liable to tear the paper when taken down for binding. I have seen books mended with glue which tore all the worse for the mending, and were worthless for rebinding so this mending virtually destroyed the book.

### I.—MATERIALS AND TOOLS.

*Paste* will be used the most and is the most important. Binders' paste is the best on the whole if you are so situated that you can get it often and keep it fresh. You can make your own paste from rye flour, making a stiff paste and cooking it enough to make it thick—of the prepared pastes Higgins' is the best. Of course you can not expect that each lot or each jar will be absolutely the same as its fellow, as these pastes are organic materials. You may need a brush or brushes or small paddles to apply the paste. If, however, you wish the best results, follow the rule of binders, for cold paste use your fingers, for hot glue use

a brush. After a little practice you will find your fingers beat any brush. Then you want a piece of pine board, or heavy binders' board. Just as is most convenient.

*Cloth.* Several pieces and shades of dress-percaline, cambric, or silesia from the remnant counters. Ordinary book muslins are no good but some pieces of Holliston cloth, art vellum, and buckram will match up your later books. A small piece of a good grade of cheesecloth also.

*Paper.* Save up odd sheets and blank leaves of different grades and shades. Gaylord Bros., Syracuse, N. Y., make a good adhesive paper, and also adhesive cloth for use in repairing books.

*Needles and Thread.* Get one or two of the longest cotton darners, or the small wool darners, they should be at least two and one half inches in length and if possible longer without being large and clumsy, and hard to force through the false back. Also some glovers, small sail, and small sacking needles will not come amiss. A hank of Hayes' best Irish linen binders' thread, of medium size, if you can get it from a binder, if not buy a spool of Barbour's linen thread, No. 30 or 40, white.

*Ruler, Shears, and Knives.* A brass-edged ruler is also a necessity and some shears or large scissors. A knife or two is generally a desideratum in a library, no common kitchen knife or ordinary pocketknife will do. A pocketknife is too handy, it is likely to be missing when wanted, having slipped into some one's pocket by mistake. Better have a knife set solid in the handle and this should be of hard steel so it will take and hold a keen edge. A shoe knife or sloyd knife will do, if you can pick up good ones, and they should not cost you over a quarter apiece. Maher and Grosh, Toledo, Ohio, make and sell razor steel pocketknives. They sell for twenty-five cents these blades set solid in handle and their No. 2 will make you a good all-round knife. For cutting by rule, No. 1 is better but is larger of blade and handle. Their No. 94 is a better office knife and eraser for a quarter than most of the erasers sold for twice that money. Their No. 4 white handle eraser is absolutely the best eraser on the market,

steel not too hard, so as to break or nick, and yet hard enough to take and keep a razor edge. So much for first principles, materials, and tools, and we will now pass to the processes, the real work of repairing.

## II.—PROCESSES.

The most simple is that of "tipping" in, as it is called, a single leaf or a plate. Remove all the old glue, mucilage or paste from the edge, carefully retaining all of the margin possible. Then laying the sheet on a flat surface, put on the edge to be pasted a suitable line of paste from one sixteenth to one eighth of an inch wide, smooth and even. Getting the top and front edges even, press the pasted portion firmly on the sound portion of the book, using a soft white cloth to absorb the excess of paste. If you do not get it just right take it off, put on more paste and try again. Binder's paste dries slowly and this is one great advantage over all mucilages and office pastes, in that it gives you an opportunity to fit and try until you get it just right. Of course all paper swells when moist and shrinks when dry so you must expect your pasted portion to swell and pucker somewhat. If there be not enough margin for pasting, you will have to set on a piece of paper or as the binders say, make a hinge, being careful not to cover up any of the printed matter if possible. This hinge should be of linen paper and have a wide surface for pasting on to the firm portion of the book. Title pages and front plates are especially prone to come loose, and in these cases do not try to paste again on the outside cover, but on the body of the book. Where a section or part of a section comes loose it is a question of sewing or pasting. If only a leaf or two are loose it is better to paste than to sew but if the whole section be loose it is better to sew. This sewing process will be described in next heading.

Take the part of the section nearest to the sound portion of the book and put a margin of paste on both sides of the center, the line of paste in this case not being over one sixteenth of an inch in width. Now open your book flat and keeping your top edges even lay your pasted surface exactly in cen-

ter of section and work it into place with a dull-edged paper knife, pressing on both sides of the center until you work it into place. But do not press in center as that, being softened by paste, will give way, if not already cut by threads. The torn leaves require careful treatment and much high art of mending is necessary to make a good job. The various mending tissues may be used for this purpose, but as you acquire skill in mending you will probably prefer to use your paste and match up the paper from your collection of odd sheets. Rag or linen papers frequently tear in such a way as to leave a flap on each side and a little thin paste and some careful manipulation will repair such places so that it will hardly be noticeable. In other cases neat patches will be necessary. If you have time, and want to do an extra fine job, you may pare your paper down so it will hardly be noticeable as to the patch. A small bit of rice tissue paper and some paste will unite small places and when dry the surplus paper may be removed with hardly a trace of the repairing process.

*Sewing in Sections.* This will only be possible in loose backed books unless your tight-backed book has a paper cover. Use your linen thread and your longest cotton darning. To one of the loose ends of the original sewing tie firmly your thread. Then, having your section in position and opening the book, separate the two backs, pass your needle through the nearest band hole and the paper or scrim backing of the book, so as to catch it with the fingers, and drop it through between the two backs to the other end of the book. Sew through again and fasten to your starting piece.

*Rebacking Books.* This will save you the most, in that it does away with sending quite a per cent of books to the binder. It is possible where you have a sound, well-sewn book, loose back, and cloth case, with one or both covers loose, and cloth back is partly torn off or badly worn at edges of back. First remove the cloth back, cutting or tearing it off so as to preserve all the lettering. Then remove the lining, dry if possible, by means of paper cutter or dull knife. Placing it on your cutting board take your rule

and sharp knife and trim away all the ragged edges, top, bottom, and sides, cutting it true and square, and close enough to come inside the back of the book, from one sixteenth to one eighth of an inch. Then lay it inside the book to go on the last thing. Now remove both covers, and with knife and rule cut away the cloth from the edge next the back for at least an eighth of an inch. In some cases it is well to cut even more than this one quarter or one third of an inch. Most cloth-bound books have some sort of a pattern which will serve you as a guide. Using a paper knife, or flat end of an ink eraser, lift up cloth from the board for fully one half inch from the cut surface, clearing away all adhering pasteboard from the cloth as much as possible. Now carefully remove the paper backing of the book if it is not in holding condition. If it holds well let it remain. Be careful not to cut edges of the sections or any of the threads or bands in removing glue, paper, or cloth. The main thing is to get a good hold for your paste, when you apply your new back. Next, lay your boards in place on your book, and holding all firmly, measure carefully from one flap to the other across the back of the book. This measure should be taken under the flaps to the extreme outer edge of each, and in an inch-thick book should measure at least three inches in width and should be a half an inch longer at the bottom and top than the book. Select from your pieces of cloth one which is nearest in shade and laying it flat on your cutting board, get your length right way of the cloth, lengthwise, not bias. Measure it exactly and cut by rule and knife. If used to scissors you may be able to cut exactly but as a rule you will find it best to cut by metal-edged ruler and knife. Be sure it is true and square, same width top and bottom. Apply your paste on the wrong side in generous quantities and rub down smooth. Then paste the back of your book, and the inside of your flaps, putting paste on the exposed binder's board. You will have to apply a generous portion of paste as quite a per cent is absorbed by the binder's board. Now holding your book firmly against the edge of a desk or table

or using a saw file clamp apply the new back to the book and covers, taking care to have it perfectly true and square. You will find it stretches more in some directions than in others. But work it while it is wet, until it is just right, edges under the flaps are even and no wrinkles are visible, all is true and square. Paste the inside of your flaps and press them down firmly on the new cloth, carefully pasting down the raw edges, as they are prone to rough up by handling. The top and bottom flaps may be turned in, or cut so as to go inside the covers and left as a stay, top and bottom. Sometimes a bit of cord fitted in top and bottom makes a kind of headband and adds to the finish. Lay it one side with all the pasted surfaces exposed to dry, and when nearly dry place under moderate weight or in a letter-press. When thoroughly dry, get out your title, and pasting that on the wrong side and also pasting the back of your book, put the title on the back, leaving a space all around the edges so it will not be frayed out in handling. Be careful to paste all the edges down perfectly flat or they will wear loose or be picked loose and quickly ravel out. You will, of course, have to vary these methods from time to time to fit individual cases and also will probably improve on some of them. But the ideas are the same if the processes differ and some of them will help you on your stock of books and your binder's bills.

G. E. WIRE.

Worcester County Law Library, Worcester, Mass.

### THE TRUTH IN FICTION.\*

Paradoxical as it may seem, most fiction is both interesting and valuable in proportion to the amount of non-fictional matter that it contains. A story, of course, may be of the highest worth for its literary style alone, but in general readers of fiction demand not only this, but accurate description, correct characterization, philosophic appreciation of the sequence of events. Hence there has come to be a vast amount of truth in fiction. Indeed, novels might be divided into the various non-fiction classes of any system of classification, for there is

scarcely a subject on which some of them do not give accurate information. There are novels of religion, of philosophy, of science, of art, of travel, of history, of biography. Fiction may give true and accurate information on any or all of these subjects. The trouble is that the ordinary fiction reader has little or no guide to the accuracy of what he reads. It is different with many other classes of literature, say with a professed work of travel. Such a work is presumed to be true until it is convicted of falsehood, and a writer who tells us, we will say, of the great Chinese wall, is supposed to have really seen what he describes. In fiction there is no such presumption, and the reader who wishes to know what to believe often requires aid from some outside source. One test can very readily be applied. Is the writer personally familiar with what he is describing to us? Has he lived among the scenes of his novel? Has he known its characters and their ways? Personal familiarity with the background and material of a story is becoming more and more necessary to a writer, although superficial acquaintance is often regarded as an acceptable substitute for thorough knowledge, so that we read in the daily papers that Mr. Smith has gone to France to get local color for his forthcoming story of the Landes, and the reviewer of Mr. Jones' new novel of life in Paris notes prominently that its author spent six weeks in allowing himself to become saturated with the atmosphere of the Latin quarter. Absurd as this is, it is a straw which shows how the wind blows. Twenty-five years ago Smith and Jones would have stayed at home and scraped their "color" from the palettes of others, or evolved it, as the German did the camel, from their inner consciousness.

All this suggests the value of a short list of books whose writers have had personal familiarity with some feature of which they treat, and which can be used by those who do not care to read a novel of Parisian student life by a man who has never been out of Indiana, or to be betrayed into the perusal of a story of Southern California by a lady who once spent a month at the Del Monte. Not that these might not be valu-

able and accurate; they might be both, but the element of personal knowledge is so easily proved to be present or absent that a list based on this alone is within the bounds of possibility; one based on other considerations would be enormously difficult, and dependent upon individual opinion. To prove from contemporary evidence that Jane Austen described with accuracy the manners of the period of which she wrote would be a task requiring time and special knowledge, but it takes no critical ability to know that she herself lived in that time and among the people whose manners she describes, and that therefore she presumably painted them to the life.

The principle selection of such a list as is here proposed will bring together in it some strange comparisons. Evidently literary merit will have nothing to do with it, and neither will the probability of truth to nature as deduced from other sources. The narrator must be subjected to the same test as a witness in a court of law. The question is not whether the witness tells his tale well, or whether it is plausible; not even whether, as judged by other evidence, it is true. If he has not himself seen or experienced what he describes, what he says is not admitted as testimony. If he has, it comes before the court as evidence, and is judged on its merits, no matter how improbable it may be.

The need of careful annotation of many of the items in the list is evident. A writer's description of scenery and localities may have higher accuracy than that contained in an avowed work of travel, while his characters may be unreal and his conversations artificial. On the other hand, the localities in a book may be entirely fictitious, while the characterization and talk may be eminently true to regional peculiarities.

So-called historical fiction is almost entirely excluded by this principle of selection. The best of it, as in the case of Scott, is well known to be inaccurate archeologically, and it is very doubtful whether it is ever possible to write a tale that shall give an accurate picture of another age. Even contemporary English writers who attempt to portray the

social peculiarities of a nation so nearly related to them as our own make ridiculous mistakes. How then shall a writer of our country succeed in photographing the age of Nero or of Louis XIV? But entirely apart from this, it is obvious that descriptions based on personal experience have a unique value as testimony, in books as in a court of law, and that there is a vast amount of such description buried in the fiction, living, dead, and newborn, of the past century.

The descriptions found in works of fiction are in many cases to be preferred to those contained in professed works of travel, for the reason that they are not written to go on record. When a writer sets down what he sees with the understanding that it is to be regarded as in some degree authoritative, he is much more likely to deceive outright, or to display a bias, or in other ways to be influenced by the personal equation. Where his descriptions are merely the setting to a story which he regards as the real gem, it is probable that he will simply tell us about things as they are. Furthermore, those who are familiar with social customs rarely write formal descriptions of them. Such descriptions are generally from the pens of foreign travelers, who are prone to all kinds of misunderstandings and absurdities, or of writers in a subsequent era who get their information at second-hand. But in fiction the author frequently describes customs, manners, and scenes of the everyday life about him, and his testimony therefore becomes valuable, as being that of an eyewitness.

The preparation of an exhaustive and accurate list on the lines here indicated would be a task of some magnitude. It is to be hoped that some one may feel moved to undertake it. The following list pretends to be nothing more than the grouping of a few obvious titles to illustrate what has been said above. Of course all writers of "society novels" depicting the contemporary life of their own countries belong in it, but this is so obvious that only a few have been included. The omission of a title does not necessarily mean that it should not be included. Often only one title among a num-

ber of similar works has been given. The specific statement of titles, however, does mean that the author has written some books that could not be included. Where all belong in the list the word "works" or "novels" has been used. Thus some of Mrs. Burnett's best stories will be missed. Stephen Crane's best book (and probably his most realistic) has to be omitted because he got his realism at second-hand. Uncle Tom's cabin can hardly go in under Stowe, and so on.

LIST OF NOVELS BY PERSONS WHO HAD SPECIAL  
FACILITIES FOR KNOWING PERSONALLY  
WHAT THEY DEPICT.

Abbott, Rollo stories.  
 Alcott, Hospital sketches, Children's stories.  
 Allen, Kentucky cardinal, Summer in Arcady.  
 Austen, J., Works.  
 Balsac, *Comedie humaine*.  
 Barlow, J., Irish tales.  
 Barrie, Auld licht idylls, Window in Thrums.  
 Becke, By reef and palm.  
 Besant, Armored of Lyonesse, All sorts and conditions of men.  
 Bjornson, Norse stories.  
 Black, W., Novels (chiefly for descriptions of scenery).  
 Blackmore, Lorna Doone (although "historical" the scenery and characteristics were personally familiar to the author).  
 Boldrewood, Australian stories.  
 Bourget, Novels.  
 Boyesen, Novels.  
 Bronte, Novels.  
 Burnett, Lass of Lawrie's, Through one administration, Fair barbarian.  
 Cable, Dr. Sevier, Grandissimes, John March, Cavalier.  
 Cahan, Ykle.  
 Caine, Manxman.  
 Cervantes, Don Quixote.  
 Clemens, S. L., Tom Sawyer.  
 Collins, W., Man and wife.  
 Conrad, J., Almayer's folly, Outcast of the islands.  
 Crane, George's mother, Maggie.  
 Crawford, Italian novels.

Crockett, Stickit minister, Sweetheart travelers.  
 Cross (George Elliot), Daniel Deronda, Middlemarch, Mill on the Floss.  
 Daudet, Kings in exile, Jack, Sappho, etc.  
 Davis, Gallegher, Von Bibber stories.  
 Dickens (nearly all).  
 DuMaurier, Trilby.  
 Duncan, S. J., Stories of India.  
 Eggleston, E., Novels.  
 Erckmann-Chatrian, Franco-Prussian stories.  
 Ford, Hon. Peter Stirling.  
 Frederic, Damnation of Theron Ware, In the valley, Seth's brother's wife.  
 French (Octave Thanet), Stories western town, A missionary sheriff.  
 Fuller, A., Pratt portraits.  
 Fuller, H. B., Cliff dwellers, With the procession.  
 Furman, Sanctified town.  
 Garland, Main-traveled roads, etc.  
 Gaskell, Cranford.  
 Goethe, Wilhelm Meister.  
 Goldsmith, Vicar of Wakefield.  
 Grant, Unleavened bread.  
 Habberton, Helen's babies.  
 Haggard, Dr. Thorne.  
 Halevy, Abbe Constantin.  
 Hamblen, On many seas.  
 Hardy, T., Wessex stories.  
 Harland, Henry, American Jewish stories.  
 Harraden, Ships that pass.  
 Harte, F. B., Stories of the West.  
 Hawkins (Hope), Dolly dialogues, Father Stafford, Mr. Witt's widow.  
 Hawthorne, Marble Faun, New England stories (for scenery and characteristics).  
 Holmes, Elsie Venner.  
 Hornung, Australian stories.  
 Howell's Works.  
 Jackson, Ramona.  
 James, H. Jr., Works.  
 Jerome, Three men in a boat, Three men on wheels, Stage land (caricature).  
 King, Charles, U. S. army stories.  
 Kipling, Stories of India.  
 Lever, Irish stories.  
 Lover, Handy Andy.  
 Lush, Federal judge.  
 MacDonald, G., Scotch stories.  
 Manzoni, Betrothed.

Marryat, Captain, Sea stories.  
 Mitford, Our village.  
 Murfree, M. N., Tennessee stories.  
 Oliphant, Works.  
 Page, T. N., Southern stories.  
 Phelps, Dr. Zay, Hedged in, Singular life,  
 Trotty book.  
 Pool, M. L., Works (chiefly for character  
 and dialect).  
 Ralph, J., People we pass.  
 Reade, Griffith Gaunt, Hard cash, Put  
 yourself in his place, Simpleton, Terri-  
 ble temptation.  
 Remington, Men with the bark on.  
 Richardson, Clarissa Harlowe.  
 Ridge, By order of the magistrate.  
 Russell, Sea stories.  
 Schreiner, Story of an African farm.  
 Smith, F. H., Tom Grogan, Caleb West.  
 Stannard, English army stories.  
 Steel, East Indian stories.  
 Stevenson, Island nights' entertainments,  
 Ebb tide.  
 Stowe, Oldtown folks, Minister's wooing,  
 Oldtown fireside stories.  
 Taylor, B., Story of Kennett.  
 Tolstoi, Works.  
 Tourgee, Fool's errand.  
 Trollope, A., Works.  
 Trowbridge, J. T., Stories, adult and juve-  
 nile.  
 Turgeneff, Works.  
 Ward, Mrs. Humphrey, Works.  
 Warman, Railroad stories.  
 Watson, Bonny brier bush.  
 Wells, Wheels of chance.  
 Wilkins, M. E. (All N. E. stories).  
 Wister, Red men and white, Lin McLean.  
 Xenos, Andronike.  
 Zangwill, Hebrew stories.  
 Zola, Works.

A. E. BOSTWICK.

## BIBLIOGRAPHY IN A SMALL LIBRARY.\*

In selecting books for reference work in a small library one must use great care in covering all fields in the book world. Yet much depends upon the community. A reference department in a mining district, for instance, would need to contain more books dealing with mines and mining, as

men who are occupied in this line are often unable to buy the books that would be most needed. In the list that I have prepared I have tried to cover a field for the average town or village library. In considering the books I have followed an alphabetical arrangement rather than a classed one.

There is much good material in the books that librarians class as helps in reference work, but it means constant handling and using them to get all their good points. The first duty of a reference librarian is to familiarize himself or herself, as the case may be, with the reference collection at his or her disposal. Most often a person comes in in a great hurry, with only a moment to stay, but in that moment he wishes to secure the best, shortest, and most authoritative account of the subject that he is investigating. Here the amiable and always ready and helpful reference librarian must show his knowledge of the material at hand. He must be able to lay his hand at once on the book that contains the desired material.

C. K. Adams' Manual of historical literature will be helpful in ascertaining the best histories written on the French revolution, the Civil war in the United States, in fact the histories of all countries from ancient to modern times. It will aid the teacher as well as the librarian in courses of historical study. It has a good table of contents and is well indexed.

Allibone's Critical dictionary of English literature, with its supplement, gives one critical as well as biographical notes on English and American authors which often one is unable to find in other books. In the third volume of the main work there is a subject index with references to authors who have treated on each subject. Then there is also a list of authors under main headings, as Agriculture, Drama, and Heraldry. When you have been asked perhaps ten times in one day who was a good writer on this subject, and who was the best writer on that subject, then you will appreciate this list.

In Appleton's Annual cyclopaedia of important events one will find the latest articles and statistics on almost all conceivable subjects, from ecclesiastical affairs to mili-

\* Read before Ohio Library Association, October 21, 1901.

tary art and science. It is thoroughly indexed. Their cyclopædia of American biography is considered the best on American biography. There is a disadvantage in having all descendants under the heads of the family instead of in a straight alphabetical order, but the books are well indexed, which greatly obviates this difficulty.

Bartlett's Familiar quotations gives selections from ancient and modern writers. It has a good catch word index; also one of authors.

In work with the church and missionary societies, Bliss' Cyclopædia of missions is of great help. It contains news of all foreign missions with lists of mission stations. It also gives persons who are contemplating going as missionaries ideas of the difficulties they will meet in the various countries as regards religious beliefs, etc. The bibliographical notes are good, as are the statistical tables. Considerable space is devoted to the Indians of America. The latest edition of this book is 1891, but with missionary journals the work can be brought down to the present.

A little book that all reference librarians will find very helpful is Bowker & Iles' Reader's guide to the study of economic, social, and political science. It gives the best works published under specific headings included in the above named subjects.

Brookings & Ringwalt's Briefs for debate is a volume much used in high school work and work with clubs. It gives good points for the affirmative to bring out as well as the negative, with bibliographical notes for both sides.

Chambers' Book of days contains not only the important facts concerning each day in the year, but includes matter connected with the church calendar, popular festivals, saint's days, phenomena connected with the seasonal changes, notable events, biographies and anecdotes. These are two useful books and are very popular in a reference room.

It would seem out of place to speak of the merits of Champlin's three little reference books for the young folks: Cyclopædia of common things, of games and sports, and persons and places. The concise, spicy articles are often helpful to grown-up children.

Channing & Hart's Guide to the study of American history is of much aid to the librarian, as well as the teacher and general reader. Bibliographical notes are profuse and the suggestions for courses of study are excellent.

Chisholm's The Times' gazetteer of the world, formerly published by Longmans, I have found to be the best and most complete geographical dictionary yet examined. The appendix contains valuable census statistics and commercial tables.

Crabb's English synonyms needs nothing more than mention, as does the Cumulative index to periodicals.

Edgren & Burnet's French-English dictionary fully fills the place of the old standard Spier & Surrenne.

The 1901 edition of the A. L. A. index to general literature follows the plan of the former edition, alphabetical arrangement under subjects, which are brought out in heavy type. It gives the reports, publications of boards and societies dealing with education, labor charities, and corrections.

Gardiner's School atlas of English history is very good. It covers English history from the time of the Roman Britain to the present. The plans of noted battles are of unlimited value in school work. It is well indexed.

Gordy & Twitchell as a Pathfinder to American history is very similar to Channing & Hart, but it is well to have them both in a library, as each has its special features and merits.

The new edition of the index to St. Nicholas, edited by Harriet Goss and Gertrude Baker, receives a very hearty welcome from all who are interested in work with the children. It follows an alphabetical arrangement, with sub-heads under subjects that are apt to have much material under them, as poetry which is subdivided into the heads—animals, birds, seasons, holidays, and flowers. It would be well to count this on your first list of reference books.

Hazell's Annual is an alphabetical arrangement of all things of interest in foreign countries, from athletic records to genealogical tables. It is accurate and is biographical notes are helpful.

For receipts, notes, and queries in useful



arts, Hopkins' Scientific American cyclopædia is most useful, being an alphabetical arrangement of all questions which would come up on scientific and useful arts. It has good cross references and a list of chemical synonyms. Tables of weights and measures are also scattered through the book.

Hoyt & Ward's Cyclopædia of practical quotations is most valuable. It gives the names, dates, and nationality of quoted authors. Its indexes are numerous. One special feature of the book is the exact citation of the play or poem from which the quotation is taken.

Johnson's Universal cyclopædia, which is to some extent founded on Chambers', is the best general encyclopædia for ordinary use. Much original work will be found in this collection. I should not suggest the purchase of Britannica as it is too expensive for a small library and Johnson serves the purpose for general work.

Kiepert's Atlas antiquus is excellent for ancient history. Its maps are well made and colored. It gives maps of the development of ancient countries with the development of their important cities. Its index is full and complete.

Labor's Cyclopædia of political science, political history of the United States, covers all ground in the above-mentioned fields. Its treatment of the United States is exhaustive, and in most cases to be relied upon.

Larned's History for ready reference, of which there is a 1901 edition being prepared, should be in every library even at the expense of leaving out some others of minor importance. It is arranged primarily alphabetically; secondarily, chronologically. Exhaustive articles are given on all countries, treating each chronologically, with bibliographical notes at the end of each period. Its index is incorporated in the text. When a subject deals with several countries it is treated under one with cross references from all the others. A general bibliography is given at the end of volume one, and genealogical charts and a chronology of important events from B. C. 4777. The new edition, which will bring the work down to

the present time, will make it very valuable to a library.

The new feature in, "Who's who in America," will be of great help to the librarian. Under an author's name is given a list of his writings. Following each title is the date of first publication, with a combined letter and number symbol which refers to a list of publishers.

Leypoldt & Iles' Annotated list of books for girls and women and their clubs covers the entire field of literature, history, art, etc. It is well indexed and contains the form for a constitution and by-laws of a girls' club.

Rev. C. E. Little's Cyclopædia of classified dates replaces all previous publications of its kind. It is alphabetically arranged under countries, which are divided chronologically under army and navy, art, science and nature, births and deaths, church, letters, society and miscellany. Its index is very complete. As an appendix there is a calendar for every year of the Christian era, with a short history of the calendar.

In Lossing's Popular history of the United States we find a very good alphabet of United States history, politics, and commerce.

For an interesting and an accurate account of the history of art we turn to Lübke. It is well illustrated and has an index of ancient and modern artists, and places treated upon in his books.

Matson's References for literary workers is a great deal in scope like Brookings and Ringwalt's Briefs for debate. It, however, covers a broader field of subjects.

Rothwell's Mineral industry is the best annual on this subject. Its table of contents, which is very full, is alphabetically arranged with countries under subject headings.

Mulhall's Dictionary of statistics contains statistics on all industries of this nature. It is arranged alphabetically by subject, each of the larger subjects introduced with a conspectus, or general table, showing the approximate figures for each country for every ten years. Then each country is dealt with in detail. A full index with a list of reference books is given.

Peck's Dictionary of classical literature and antiquities assumes the usual form of such books, giving the essential facts concerning questions that most often arise in the life, literature, religion, and art of classical antiquity. Bibliographical notes at the end of each article direct students to a more exhaustive treatise on the subject under investigation. In the appendix are found excellent tables of Greek and Roman weights and measures.

Ploetz' Epitome of universal history is chronological, arranged under country, which is brought out in heavy type, as are important dates. Good genealogical charts are a feature of the book. It is especially good in English and American history and has a good index.

The abridged edition of Poole's Index to periodical literature will be of value in the small library. It contains articles found in 37 of the best periodicals, and covers from the year 1815 to the present.

All are acquainted with the office and the merits of the Publisher's weekly.

Rand, McNally's Enlarged business atlas and shipper's guide is often asked for in the small community. It not only gives the railroads of all countries, but gives the names of express companies doing business over each line. It contains maps of large cities, with streets, transportation companies, and public buildings of each. While not accurate in all instances, their Indexed atlas of the world is of fair merit. It gives historical, descriptive, and statistical matter relative to each city, with the latest census of them. Steiler's atlases are always good and not of great expense.

Sargent's Reading for the young, with its supplement, is a classified bibliography of books for young readers. It fills a place that no other books cover, and the new edition promises to be a great aid in the selection of children's literature.

Schmidt and Tanger's Dictionary of the English and German languages is, to my mind, more up-to-date and more attractive in make-up than Adler's.

Smith's one-volume dictionary is very good on Bible questions as far as it goes. I should most heartily recommend the pur-

chase of Hastings' dictionary of the Bible, as it is well edited and most accurate on all subjects treated. This is very expensive, but where possible it would be well to have these volumes in the library.

The Statesman's year book, a statistical and historical annual of the civilized world, is very good for questions pertaining to foreign countries. Little space is devoted to the United States. At the end of the pages devoted to a country is given bibliographical notes and statistical tables. The bibliographical notices are to be relied upon. Spon's Mechanics' own book is purely of a mechanical nature, as its title would indicate. It is accurate, and one of the best authorities on the subject.

In recommending dictionaries for a small library I lean strongly in favor of the Century, as its definitions are good, the source of derivation of the words are accurate, and it mentions at length the derivatives. However, this is expensive for a small library, costing \$48 new and from \$20 to \$30 second-hand. The small library could consider itself well equipped with dictionaries if it owned the Standard and Webster's International. The Standard is an authority on pronunciation; its definitions and derivatives are good. Webster's is an authority on the division of words. Both of these dictionaries have good appendices, and the colored plates scattered through the Standard are helpful on general subjects.

Stedman's two volumes, the American anthology and the Victorian anthology, give the best selections from eminent American and English authors of the period just preceding the nineteenth century and those of the nineteenth century. It contains biographical notes and good author and first line indexes.

Sturgis & Krehbiel's Annotated bibliography of fine arts stands at the head of bibliographies on this subject. The annotations are good and the index is well prepared. A special feature of the work is that it gives the Decimal classification number for each entry.

Lippincott's Universal pronouncing dictionary of biography and mythology is late and concise on the ground that it covers.

The United States Census bulletins, just published, give the latest population of all towns and cities in this country of ours. It is condensed from the 10-year census. If your library has any public documents the Catalog of documents of the fifty-third and fifty-fourth congress is a necessity. There is much good and recent material in public documents that cannot be obtained elsewhere, and the reference librarian will find them a source of great help in his work. These catalogs and the Census bulletins may be obtained for the asking from the government.

Walsh's *Curiosities of popular customs, and of rites, ceremonies, observances, and miscellaneous antiquities*, covers about the same ground that Chambers' *Book of days* does, but its articles are more concise. His *Handy book of literary curiosities* needs little said of it.

Mrs. Waters, perhaps better known as Clara E. Clement, *Painters, architects, engravers, and their works*, is about the best one-volume edition on this subject. It covers from ancient times to the present. Her *Artists of the nineteenth century*, edited with Laurence Hutton, is of equal value to a small library.

Wheeler's *Dictionary of noted names in fiction*, includes also pseudonyms, surnames bestowed on eminent men, and analogous popular appellations often referred to in literature and conversation. It is very good for quick reference work. Wheeler & Wheeler's *Familiar allusions* contains names of celebrated statues, paintings, palaces, country seats, ruins, churches, ships, streets, etc. Their "Who Wrote It?" is very useful in searching for authors of books. It is alphabetically arranged under author and title.

Willsey's *Harper's book of facts* is a classified history of the world, and with Larned it would be well to have it in every library. It is concise, and in all cases can be depended upon. Under large cities it gives a chronology of the important events connected with the place. Under main heads, such as sculpture, it gives a list of the most eminent sculptors of ancient and modern times. It has copious tables. The *World's*

*Almanac*, or *The Tribune*, both cover about the same ground, is a compilation of most every conceivable subject, mostly statistics. Athletic records are given.

Young's *Concordance to the Bible* is the most complete and useful book of its kind.

The four volumes known as the *Old south leaflets*, contain reprints of the constitutions of many of the large countries. The *Magna Charta* is given and many other important documents of history.

ELIZABETH L. ABBOTT.

### THE READING OF OUR YOUTH.\*

One of the gravest problems that we must face today is that of the reading of our young people—grave and important because its results are so far reaching and so serious. Reading is not an accomplishment; it is one of the most potent factors in determining those qualities that go to make up character. Upon the kind of reading of the boys and girls of today depends the character of the men and women of tomorrow. We become like that which we love; hence the importance of the formation of a right literary taste in the young cannot be overestimated.

It is safe to say that never before in the world has the reading habit been so universal, especially among children. Nor is this to be wondered at, for librarians, teachers, parents, have all united to encourage this habit. And with what result? This—the publishers of the country have poured forth a flood of papers, magazines, and books filled, for the most part, with impossible adventures of the "dime novel" type or sentimental twaddle, both alike giving false ideas of life, vitiating the taste and weakening the mind and morals. Recently a prominent physician said to the writer: "I know dozens of our city boys whose every spare moment is devoted to reading books of adventure, and who, in vacation, spend all of their time in this way; they are regular little debauchees in literature. This means a weakening of the mental fiber."

If the great mass of juvenile literature could be used for a gigantic bonfire some Fourth of July, it would be a fitting cele-

bration of a second Declaration of Independence, and a wonderful blessing to the world. I say "great mass" rather than all, because there are a few children's books that are pure and wholesome, but they are so much read by older people, and so much enjoyed by them, that it seems a misnomer to call them juvenile books. Let us, parents, teachers, librarians, endeavor to create a public sentiment that will sweep all this worthless, harmful literature out of our public libraries, school libraries, our homes, and eventually out of the market. You think me an iconoclast; if so, I am not alone. Charles Dudler Warner says: I wish nobody had ever written a word for children. Of all the worst influences of modern life, one of the most direct is what is called children's literature. Hamilton W. Mabie adds his testimony in the following words: Of the great mass of books written specifically for children it is not too much to say that it is a sin to put them in the hands of those who have no standards, and are dependent upon the judgment and taste of their elders; a sin against the children's intelligence, growth, and character.

After these books have been banished do you think we shall find we have created an aching void? By no means; the world has an abundance of good literature, of books that are pure, wholesome, broadening, and strengthening. The best books are none too good for our boys and girls. It has been said that "the very highest use to which the finest results of human living and doing and thinking and speaking can be put is to feed the mind of a child in those memorable years when the spirit is finding itself and feeling the beauty of the world. This is the time when, as a rule, the intellectual fortunes of a child are settled for all time."

Sometimes we make the mistake of thinking that a child's reading needs no attention until he is ten or twelve years old. In all probability his tastes are by that time quite definitely settled.

Those who have given much study and thought to the subject tell us that the foundations of one's literary taste are laid in the stories told him before he is able to read. Be this as it may, it is certainly true

that just as soon as the child has learned to read, the greatest care and wisdom should be used in guiding him. Give him a large field of literature in which to roam, but be sure that every book in it is wholesome and ennobling, and he will find his way then in safety.

The imagination and the judgment are two of the mental qualities most desirable to develop through reading. Do not underestimate the imagination; "it is the chief source of human activity, the very mainspring of human progress. If our imagination did not picture to us better moral, political, and social conditions than we now enjoy, we should make no effort toward the betterment of the world." Give to the young the records of the infancy of the world when imagination peopled the wood, the sea, the air with invisible beings. Have you ever seen a normal child with taste unspoiled who did not get the keenest enjoyment out of mythology and Grimm's and Andersen's fairy tales? Give him the great world epics, the *Iliad*, the *Odyssey*, the *Nibelungenlied*, and the old ballads. Where is the boy or girl who will not follow with unflagging interest the fortunes of Ulysses? Dr. Richard Burton tells of a boy of fifteen who was absorbed in athletics, and felt only contempt for anything literary. From one of the best prose translations of the *Odyssey* Dr. Burton read to him one canto each evening, carefully refraining from telling the boy that he was reading one of the great poems of the world. The lad became intensely interested in that old buccaneer, Ulysses. The mythology, the mystery, the movement of the story quickly won his enthusiastic attention, and he urged the reader on. A long step has been taken in the development of that boy's literary taste and judgment. *Æsop's fables*, *Robinson Crusoe*, *Pilgrim's Progress*—all appeal to the young mind. Shakespeare is a marvelous story-teller, and Lamb's *Tales* are appreciated by the little folks; Plutarch's *Lives*, sometimes called the pasture of great souls, Hawthorne, Cooper, Irving, Dickens, Scott, Thackeray, Kingsley, Franklin's *Autobiography*, and a host of biographies that read like novels, and histories that hold the attention from first to

last—all these are excellent. What if some of the thoughts in these books are beyond the full comprehension of the youthful reader? So much the better. We all know that the mind "can receive and brood over and find delight in ideas it only dimly understands and more than this, such ideas are often the most nutritious food for growing minds."

How are we to get the young people to read these books, you ask? To obtain this result you yourself must be the first inspiring cause. Read these books yourself; you cannot read a good book and be enthusiastic about it without winning many to read it. But you can inspire no love for these books if you have not read them, and know them only by hearsay, while your own time is spent in reading the light, vapid fiction of today. Encourage the boys and girls to begin libraries of their own to be made up of only the best books, and urge that they read every one of these. Make them feel that a good book is worth reading more than once.

To help young readers one library had a "hero exhibit." Pictures of heroes, men and women, were placed on the walls and tables, and under each the name and a brief biographical sketch. Every child coming into the room was handed a paper with three questions: Who is your favorite hero? Why? What makes a hero? The result of this exhibition was a great increase in the calls for individual biographies, and to many a young person a new and delightful field of literature was opened. This same plan could be used to lead readers into other lines. Then there is the plan of the Utica schools which could be used by any teacher willing to try it. A list of books is placed before the scholars and they are urged, but are not required, to read at least two or four books, according to the grade during the year. After reading a book the pupil reports to the teacher, and they talk it over together; sometimes the scholar's report is a written one. After this plan was adopted it was not an unusual sight to see a teacher and a group of pupils at the public library, Saturday or after school hours, looking over the books; and in three years the number

of books read by the pupils increased threefold. Books for this purpose are obtained from the public library and the school library.

In Boston the Children's aid society in 1887 devised the Children's home library movement, which has proved so successful in application that there are now over sixty-four such libraries in Boston, over sixteen in Albany, and in a dozen or more other cities the plan has been adopted. For children from eight to fourteen years of age, eighteen or twenty good books are put into a suitable case, and placed in the home of a child whose opportunities of owning and using books are meager. Nine other children of the neighborhood joined with this child, who is called the librarian, to form a group. By these and their families the books are read. Once a week a visitor goes to the home where the books are, and spends an hour with the group, talking of the books read, playing games, singing, telling stories, and possibly pursuing some definite line of study. These young people form a habit of reading, and realize the pleasure and benefit of having a library in the home. This work could be taken up by the teachers, clubs, children's aid societies, missionary societies, Sunday-school teachers or individuals.

Whatever device is used to lead and guide young people in their choice of books, its success after all depends, as I have said, upon us. We, teacher, parent, librarian, must ourselves inspire these boys and girls, who look up to us for guidance, with a love for the highest and best through our own intense love for those qualities. We are dealing with immortal souls whose development will be deeply affected by the quality of the reading we give them—affected not only for time, but for eternity.

LETTIE M. CRAFTS.

#### WHAT CRITICAL MAGAZINES GIVE BEST AID IN THE SELECTION OF BOOKS.\*

The librarian of the small library, to whom this talk is especially addressed, is, by the nature of her environment, dependent upon book reviews for the selection of new

\*Read before Indiana Library Association, October 30, 1901.

books. Situated as she is in a community where the so-called book store might more truthfully be termed a cigar stand, she cannot choose except at the option of the critic, and, alas, how often does the critic fail to tell her the very thing which she was most anxious to know.

She should, of course, understand her public well enough that she might be able, if furnished with proper reviews, to discriminate select what will not only please, but prove profitable. Without this knowledge the quality of a review matters little, or, at any rate, becomes a secondary issue. For instance, if her public contains a large number of people who are well informed on electricity, it matters not how technical be the books she purchases for them; but if, on the other hand, they are only interested, and not well informed, it behooves her to know whether the book be elementary from the standpoint of the expert or the beginner.

It is true that the librarian is usually ably assisted in making new orders by what is called a book committee, but too often this committee deserts as soon as their particular desires have been gratified; and, after all, the librarian is the only one who is in a position to know just what the public wants, and upon her must devolve the labor of finding that which most nearly meets this want.

The first concern is with the nature of the reviews which are published. It seems, indeed, that the day when the lamb, as represented by the author, and the lion, in the person of the critic, shall dwell together in happiness has truly arrived. The larger per cent of the criticisms which reach us are purely impressionistic, judged wholly by the personal taste, environment, and education of the writer. Few, indeed, are they who consider from an academic or comparative standpoint. Only by experience and observation are we able to judge correctly; and in this day, when every man is his own critic, too often do the conventional ideas and standards of the time obscure the profound conception of an unforced and authoritative utterance of some soul, while another book, containing no expression of

life, no secret of race inheritance, temperament or genius, is placed high upon the pedestal of popular adoration.

But written, as are so many reviews, with a half glance at the contents, and, as is particularly the case with fiction, before any perspective is reached, the wonder is not that they are faulty but that they are not more so; and if comparison under such circumstances proves difficult, classification, the librarians' stand-by, becomes practically impossible. In fact the really critical review, which not only treats of the book comparatively, but gives some idea of its classification, is seldom seen; the majority partaking more of the nature of an advertisement.

I would not have the idea prevail that this is the fault of the reviewer in every case. Like the rest of us he must live, and when the magazine or newspaper for which he works stipulates that all reviews of books written by persons hailing from a certain locality shall be favorable, what is left for him but to write such. When it is known that in a city, not one thousand miles from Indianapolis, a reviewer was relieved because a favorable criticism of a book, by a prominent politician of the opposite faith, was written, and escaping the eagle eye of the editor, duly appeared, much to the consternation of the staff, we cannot wonder that many of the reviews we read are not only stilted, if not absolutely false.

In conversation with a newspaper man upon this point he insisted that such a course as this was absolutely right; that the policy of the paper stood for a certain thing, and this must be maintained at all hazards. But why? How many of the party henchmen read book reviews? As I understand it, certain departments of a newspaper are created to meet certain wants, and surely the value of all utterances will be immeasurably enhanced by the element of fairness and true speaking. And what makes this argument the more forcible is that certain and far better papers follow this method. Better no review at all than the one written at the dictation of a certain policy.

Some periodicals pursue the method of

omission; that is, they fail to mention a book which does not reach a certain standard of excellence. That this method is not fair to the reader is apparent, and more clearly so when we consider that some of our very best critical journals often fail to review a book until it has been issued months or even a year. You are often at a loss to determine whether the review is delayed or purposely omitted.

Librarians of small libraries are not so much troubled with the problem of exclusion of what might be termed vicious literature, as that which has so little vitality that it cannot well be named; though any book which gives the reader one new thought or a fresh bit of humor, is well worth while.

The discussion of the critical periodicals which follows is by no means exhaustive, and, as has been stated before, only includes those which more probably come within the reach of the average librarian.

The Critic, edited by Jeanette and Joseph B. Gilder, impresses one at all times with its fairness. One evidence of this is the prompt correction of any error which may have inadvertently crept in. They have a list of library reports on popular books, gathered from the representative cities of the United States and Canada, which is intended to show what books other than fiction are being read, though the most popular novel is added. The reviews in the Critic are always just, but often too brief. Especially is this true of the department, the Book-buyers' guide.

Harry Thurston Peck, as editor infuses a good deal of acid into the Bookman. Apparently his judgment of a new book is often influenced by his opinion of the author rather than the book in hand. The Bookman's table and Novel notes are both valuable departments, as well as the record of sales of new books for the month. These departments in the Critic and Bookman, the one gathered from the libraries and the other from the bookseller, are not supposed in any sense to be critical, but merely show the trend of public opinion, a thing which the librarian, if she would have her library well patronized, must consider. So much space in the Bookman is devoted to matters

foreign to book reviews that it cannot always be said to be of the highest practical value to the librarian.

Like the Critic and the Bookman, the Current literature is valuable as giving information about authors. The reviews collected from the best sources, under the title of the Library table, are useful. The selections from new books are often of aid also.

The New York Times Saturday review is a most valuable assistant. Filled with reviews of the latest books, the majority of them signed by well-known persons, it is at once authoritative and up-to-date, and I would especially emphasize both these points as being of first importance to the librarian. Too often when making up a new order the only information to be found upon the really new book is the publisher's advertisement, and while Mr. Howell's opinion that no book should be read until it is a year old is very pertinent, so far there seems to be no general tendency to adopt it.

The Times review is a weekly publication, takes up the books as they are issued, and the reviews are of such character that the contents of the book, and what its particular value to your own readers would be, is easily determined.

Though we may agree with Mr. Howells that Barrett Wendel's book, *A Literary History of America*, might better have been named a study of New England authorship in its rise and decline, with some glances at American literature, his opinion of the Dial is of interest as being one of the very few things in the West which he found to commend. "In Chicago, meantime, at this moment the most populous and characteristic Western city, there is considerable publication, and this includes a fortnightly paper, the Dial, which seems at present the most unbiased, good-humored, and sensible organ of American criticism."

As it only appears twice a month it cannot always be as prompt as some others, but its reviews are always of the highest order, the majority of them being signed, and it gives a due amount of attention to fiction.

What has been said of the Dial may, in

great part, be said of the Nation, though a great many of the books which it reviews are not such as would interest the average reader.

Upon special subjects the Historical review, Science, Educational review, and Bird lore are of great assistance.

To all these might be added a number of magazines which are not essentially critical, but by reason of reviews, extracts from books, or a hint upon contents, prove useful; such are the Outlook, Independent, North American Review, Literary Digest, Living Age, and some others.

But, as we all know, there is no royal rule by which we may discriminate, and choose as carefully as we may the public is always ready to wonder why this book is in the library and why that one is not. But,

If we could win to the Eden tree where the  
four great rivers flow,  
And the wreath of Eve is red on the turf as  
she left it long ago;  
And if we could come when the sentry slept,  
and softly scurry through,  
By the favor of God we might know as  
much as our father Adam knew.

JENNIE ELBOD.

## REFERENCE WORK WITH CHILDREN.\*

Believing that the formation of a wise reading habit and the love of good books are the greatest safeguards that can be thrown around young people, the cultivation of this habit becomes one of the principal objects of all those who have them in charge. Habits are formed by actions oft repeated and are early learned, hence the necessity of right thinking on the part of parents and teachers, as well as librarians, that the best results may be gained, for we claim that the real growth and character development of the child depends largely upon the reading matter placed within his reach.

If we can aid young people to cultivate a habit of reading, help them to acquire a knowledge of what to read, and teach them a good method of reading, we shall have done much toward laying the foundation

upon which a strong character may be built.

The province of the library is to inform, to amuse, to inspire; or the result of all reading is, first, information; second, recreation, and, third, inspiration. Reference work deals only with the first of these, that is, reading for information; and that with children is much wider than with adults, in that it includes not only the finding of the material, but also instruction and training in the use of that material. Reference work with children would include all work or help given them at the library that would lead them to gain information as to the real use of books. Aside from supplying material on various topics it means that the librarian is responsible to a certain extent for the intelligent use of that material by each individual child. Not only is the child to gain information on the subject in hand, but he is to learn while gaining it the use of reference books in general; is to become familiar with such books, learning to hunt down a subject.

It is possible to so train the children that come into the library so one may turn them loose with the reference books, feeling sure they will be able to find their own way. They are to learn that the library is a workshop as well as a pleasure place.

Much is said, more has been written, about children's reading, their books, and the relation of their reading to school work; but the use of books as tools in delving for knowledge does not receive the attention it deserves.

Mr. Dana says the destiny of the child is not affected by the ability to read, but by the use he makes of that ability.

The ability to read, then, is merely a means to an end. If we would have grown people more appreciative of the value of the public library, and better able to use it, we must give more time to the children, to their training in the use of the library and its tools. They should be trained to read topically, getting from many books the information on any special subject.

They should learn to know what a library is, what it contains, and how to use it; how to read with economy of time, by making use of topic and page headings, tables of

\* Read at Indiana Library Association, October 20, 1901.



contents and index, the card catalog, Poole's index, and such other helps as the library may contain.

We cannot begin this too early, for these, our future citizens, are eager and ready to fall into line. Make them feel that the library is not merely a pleasant place but a workroom, the good use of the tools therein an absolute necessity would they have their education complete. In brief, they must be made to see in the familiar use of the library in all its departments such results as will make it an actual necessity in the pursuit of knowledge.

Do your best to make each child feel that you are personally interested in the complete solution of the question under investigation.

Those of you who last summer laughed at J. K. Hosmer's droll way of giving expression to the absurdities that occasionally come under the observation of the librarian, may, perhaps, recall a story he tells of a little one coming to him with a question, hoping to gain a solution: What animal famous in fable made a daring leap which excited great merriment and afterwards resulted in an elopement? Says Dr. Hosmer, I looked up the answer and it was one of my early triumphs as a librarian: The cow jumped over the moon, the little dog laughed to see such sport and the dish ran away with the spoon.

Yes, perhaps we are called upon to spend time on things that seem at the time trivial and unprofitable, but I claim that taking interest in any topic the children may present is not time wasted, if, by doing so, we gain their confidence; for in the world of little people lies the librarian's greatest opportunity, and we are there in the library not only to supply needs, but also wants.

The library and the school act and react upon each other. We have to find out how can the library be made most serviceable to the child in the daily performance of his work in the school, while with the teacher rests the problem of how can the school life be ordered so as to give him the greatest possible command of good books in after life.

The best results come where there is

heartly coöperation between teachers and librarian, and it is only of late years that any such coöperation has been attempted.

The library, then, is to serve as an assistant to the school in the education of the children. Its judicious use will serve to broaden and enrich the prescribed course of the school. No amount of discussion about books can take the place of personal contact with the books themselves. Hours spent delving in books have much to do in the development of the child.

The children, then, are to be taught the use of dictionaries and encyclopædias, of gazetteers, and indexes. They are to learn how to use the library for essay work. In short, they must learn how and where to dive for the pearls concealed therein.

In some of the larger libraries we learn that classes are being sent in from the schools at regular intervals to be taught by the librarian. Very good wherever and whenever this is practicable; but how many of the librarians of our state have time for class instruction?

I suppose ours is not far from an average library. With 7,000 volumes we lend something like 28,000 volumes each year; our three reading tables are comfortably filled most of the time during the school year, in the early evening are crowded with readers, most of them doing reference work.

Having no assistance in my work I have found that while work in classes is utterly impossible, individual work is most effective; that it pays to give time to children, to teach them the use of these guideposts to the wealth of information contained in the library; that one child who had been quietly shown how to use them gladly passes on his knowledge to the next one, and so the leaven spreads through the schools, and the result in proportion to the time actually given by the librarian is sure to be an hundredfold.

The testimony of our teachers is that the school children do show marked improvement in their ability to handle books, getting more from them and getting it in less time than they were able to do formerly, and that their reference work in the library has brought them in contact, hence made

them familiar, with many books they would not have known otherwise.

S. S. Green has said: "Bear in mind that while you cannot have too much knowledge, a good librarian needs to be a walking bibliography rather than a walking encyclopædia. And this is certainly true. You need to tell not so much what, as where and how."

Reference work with children.

To sum up, then, the gist of the whole matter, we need to know clearly the following points:

1. Object of library work in general.
2. Books are read for information, for recreation, for inspiration.
3. Subject deals with, first, reading for information.
4. With children it includes not only this, but learning how to use the library.
5. Reference work with children the librarian's greatest opportunity.
6. Library a workshop as well as a pleasure place.
7. Destiny of the child not so much affected by his ability to read as by the use he makes of that ability.
8. Show personal interest in the child; look after wants as well as needs.
9. No amount of discussion about books takes the place of personal contact with the books themselves.
10. Children are to be taught the use of the great helps contained in the library; catalogs, indexes, etc.
11. Best done individually rather than in classes in most libraries.
12. Librarian needs to be a walking bibliography rather than a walking encyclopædia, though she cannot have too much knowledge.
13. Testimony of teachers as to pupil's ability to handle books for information compared with former times.

Reference work with children requires much enthusiasm and perseverance, great patience and tact, and full faith in the mission of the library; and when the present library movement, with its hearty coöperation between librarians and teachers, has had time to exert its influence over even one generation, unlimited possibilities will unfold.

BELLE S. HANNA.

\* *Library Journal*, March, 1902.

## THE CLASSIFICATION OF FICTION.\*

There is no subject before the library world today of greater importance than the problem of fiction. As has been said, fiction is the great fact of the time. Hitherto we have for the most part dealt with it negatively; have endeavored to limit, reduce, check its circulation; but we may as well face this fact and see what can be done with it. People will read fiction; they will read a great deal of fiction, and it is altogether desirable and necessary that they should. Certainly we do. I venture to say that fiction forms seventy-five per cent of the reading, or at least seventy-five per cent of the number of books read by the majority of librarians and library assistants, and why should we expect anything else of the public?

It makes comparatively little difference whether a given library circulates seventy-five per cent or seventy per cent of fiction, but it does make a very great deal of difference what percentage of that percentage is strong, wholesome imaginative, true fiction, the product of the great minds and great hearts of the writers of power, what percentage is of fiction dealing with the problems and interests of the life of the day, what percentage is of morbid, introspective, decadent fiction, and what part is of the weak, sentimental, vapid or commonplace sort; and it is of the highest importance in estimating the work done by a library during a period of years to know how these percentages have relatively increased or decreased, as the result of the library's effort to better the taste of the community. Statistics of this kind would come much nearer being an index to the work of the library than any mere statement of the reduction of the percentage of fiction circulated. But how are we to determine these facts? As long as Mary J. Holmes, E. P. Roe, et al., are grouped with Thackeray and George Eliot as fiction, as though that were all there is to it, we shall not and cannot know. And, moreover, so long as our fiction finding-lists are simply indiscriminating alphabetical lists of authors and titles, in which Mary J. and Oliver Wendell Holmes, Marion Harland and Henry Harland stand side by side, presented with sweet impartiality, how

can we expect the quality of the reading done to improve very greatly?

It is the experience at the information desk in the Pratt Institute Library, as it is doubtless in every open shelf library, that many people come to the library wanting to read the best, but confessing ignorance as to what it is, and it is information of this sort, this kind of discrimination, that the reader has a right to expect from the library. It is a curious thing, a result doubtless of the effort to reduce the circulation of fiction that the libraries have been so ready to furnish this sort of information for every other class of literature. There are few libraries so poor that they have not some lists of books and articles—their own or taken from the bulletins of other libraries—on every subject except fiction. Something has been done, of course. There are Mr. Griswold's lists of descriptive novels, Mr. Dana's list of a hundred novels, Mr. Thomson's ideas, which are beginning to be talked about, and the recent symposium in the *Saturday Times*, that showed that much thought was being directed toward the subject; but very little has been actually accomplished so far as I know.

A word just here as to what we have done ourselves may be pardoned. About five years ago a class was started in the Pratt Institute Library School, in an experimental, tentative way, which we called the Fiction Seminary. The plan was to study, not the standard authors, with which the students were presumably familiar, but the more recent minor authors of promise and interest, of whose works we had found the average student very ignorant. I had come to realize by my own experience at the loan desk during the first few years of my work in the library the opportunities for helpful suggestion the desk assistant has, even in a closed shelf library, and the necessity of a knowledge on her part of the character and value of the largest possible number of the writers of fiction, and the course was an outcome of this realization. The plan also included a study of what we may term "borderland" fiction and of the writers of continental Europe. The aim of the study is to find out the essential characteristics

of the author; the kind of work, whether novels of incident, manners, etc.; influence of his work, wholesome, elevating, morbid or depressing; other writers he is nearest akin to; the kind of people to whom he would appeal, etc. With the borderland fiction, special study is made of the qualities that attract readers, the use that could be made of these books, and the writers next higher in rank whose works might be substituted, and through whom the reader could be led to better things. To stimulate thought in this direction we gave the class as a problem this year the construction of a ladder leading up from one of these "borderland" novelists whom they had studied to some author in standard fiction. The results are suggestive and interesting, of course not to be followed in any given case, but helpful.

One or two examples may not be without interest:

Rhoda Broughton: "Joan," "Nancy."

Jessie Fothergill. "Kith and kin," "Lasses of Leverhouse," "First Violin."

Mrs. Walford: "Mr. Smith," "Mischievous of Monica."

Walter Besant: "Chaplain of the Fleet," "Armored of Lyonesse."

Thomas Hardy: "The woodlanders," "Far from the madding crowd."

R. D. Blackmore: "Cripps the carrier," "Kit and Kitty."

Charlotte Bronte: "Jane Eyre," "Shirley."

George Eliot: "Middlemarch," "Mill on the Floss."

Mary J. Holmes.

Rosa N. Carey.

Amanda Douglas.

Edna Lyall: "In the golden days."

Amelia Barr: "Bow of orange ribbon."

Charlotte M. Yonge.

George McDonald: "St. George and St. Michael."

Walter Scott.

Amanda Douglas.

Clara L. Burnham.

Amelia Barr.

Anthony Hope.

Marion Crawford.

Gilbert Parker.

Bulwer Lytton.

Walter Scott.

Marie Corelli: psychical novel, "Romance of two worlds."

"Zanoni."

"Man with the broken ear."

"Mr. Isaacs."

"Amos Judd."

"Brushwood boy."

"Peter Ibbetson."

Marie Corelli: psychological novel, "Sorrows of Satan."

"Dr. Jekyll and Mr. Hyde."

"Right of way."

"Tale of two cities."

"Romola."

"Scarlet letter."

"Tess of the Durbervilles."

"Les misérables."

The students have been brought by the effort to a realization of the limitations of their own reading from the professional point of view, and to an appreciation of the need for some assistance to aid them in grouping and connecting authors of fiction. Any one who has done circulating work, especially in a closed shelf library, knows that dreadfully blank feeling experienced when called on suddenly by a borrower for a nice book "like that" (one just returned). "That" may be—we will say—"Ardath." Here is an opportunity; can she think of something "like that," only better? It may be that "Phra the Phoenician" will occur to her, or "Mr. Isaacs," but if no such happy thought comes, where shall she turn for help? The catalog is of no assistance, the alphabetically arranged rows of books on the shelves stare at her without response; with a dozen other people waiting there is no time for prolonged search, and, baffled, she hands out "The sorrows of Satan," feeling regretfully that one chance has been missed.

It seems desirable, therefore, to have some kind of arrangement or classification of fiction, first, for the sake of the reader who wants the best but knows not what it is, or who wants a story about some subject in which he is interested, or who would want it if he knew such an one was to be found; secondly for the assistant, whose own reading is not adequate to all the de-

mands made upon it; and lastly, in order that library statistics should be approximately a true measure and indication of the quality as well as the quantity of the work done.

The next question is, what kind of an arrangement? There are several possible bases for a classification of fiction.

1st. By type or kind. There are novels of manners and social life, novels of incident, novels of character study and development, fanciful and fantastic tales, humorous stories, simple love stories.

2d. By subject. Historical novels (these may be novels of incident, as "The three guardsmen," or of manners, like "Henry Esmond," or novels of character development, like "Romola," sociological, scientific, religious, musical, novels, and so on, ad infinitum.

3d. By literary quality or the grade of the author, a rank determined in part by his personal force and in part by his literary style. Dynamic force and literary quality are very different things, of course, and yet as manifested in literature they are so combined that it would be hardly possible to separate them as bases of arrangement.

4th. By ethical influence. This I mention merely as a possibility. It would be too difficult to determine to be practicable for use, but it would probably be found to be a factor in determining the rank of an author.

Now, which of these is the more important and which would be the more available in actual use? This must, I think, be considered in relation to the next question, which of equal importance, how are we to apply practically this idea of fiction classification? On the shelves, in the catalogs, or by means of lists and bulletins?

Taking up for a moment the arrangement on the shelves: shall we arrange our fiction by kind, grouping the novels of incident, manners, character development? That is probably the line of cleavage along which our individual preferences divide. Some of us dislike novels of incident, others especially enjoy novels of character development, but too often the same book is enjoyed by different people for different reasons, and

there would be great difference of opinion as to what type of novel any given story might be. This basis is therefore not to be seriously considered, I think. It is perfectly possible to work out a scheme for classifying novels by subject; the Decimal or the Expansive classification could be used with very little difficulty, as there are novels that would go into all of the main classes and many of the sub-divisions. The difficulty in such a scheme is that it would separate the novels by the same author, and a very large number of people read novels because of their fondness for a given author rather than because of the subject dealt with.

It would be very possible to grade fiction into three or four classes by the rank of the author, an aristocracy, an upper middle class, a lower middle class, and a lowest class. These could be marked 1, 2, 3, 4, with a Cutter number for the author. One great objection to this plan is that there are very many authors whose work belongs in more than one class—Charles Reade, for example. "The cloister and the hearth" would belong in 1, "Foul play", and "White lies" in 2, "A terrible temptation" in 3 or 4. Bulwer's work belongs in at least three classes. Many authors have one or two best novels very much above the rest and this difference could not be emphasized by such an arrangement. For this reason I am strongly attracted by an idea worked out by Mr. E. W. Gaillard, of the Webster Free Library, for designating the rank of books by covers of different colors. By this plan the works of an author could be kept together, the authors arranged in alphabetical order, and yet the grade of the individual book shown unmistakably. Stars or other labels of different colors could be used by libraries that object to the use of covers, and the same designation on the book-card would enable the statistics to be kept by class.

But when it comes to the catalog, the thing is much more simple. Working on a suggestion received some time ago from Miss Hitchler, then of the New York Free Circulating Library, I have for several years advised our classes to make subject headings for fiction in their dictionary catalogs,

and have given them practice in so doing. They have done this not only for historical fiction but for novels dealing with social, religious, and other questions, and I hope have carried on the practice in their own library work. Much can be done in this way to encourage the purposeful reading of fiction. The manner of treatment of the subject, whether it be a novel of incident and complicated plot, a novel of manners and social life, or a novel of character study, could be indicated by a note on the card, and such facts as that of the narration being in the first person and the use of dialect, should also be noted.

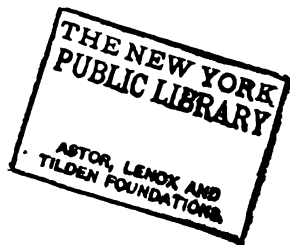
But the best field for this kind of work is the fiction finding-list. Instead of the simple alphabet of authors and titles, of which most of our finding-lists consist, we could have a classified list, with author and title and subject indexes, the great books in each class indicated by an asterisk or other sign, or a dictionary list with subject headings and references, or graded lists with subject arrangement and indexes. The possibilities here are boundless. Of course the serious impediment in the way is the absence of any aids to the making of such lists. Few of us know our fiction sufficiently to care to expose our knowledge to the rude gaze of the world. What is needed before any such plan becomes practical is a subject index to fiction, which to be successful must be the result of coöperative action. Some library association, or group of associations, could render no more important service to the cause of improved reading than by taking up this work.

The New York Library Club has, since this article was written, appointed a committee to consider steps to be taken toward the preparation of a subject index to prose fiction.

JOSEPHINE ADAMS RATHBONE.

The commission earnestly request that all libraries intending to participate in the clearing-house for periodicals, send their duplicates to the State House, Concord, N. H., express charges prepaid, not later than October 1, 1902.

DEC 22 1902



# BULLETIN OF THE NEW HAMPSHIRE LIBRARY COMMISSION

NEW  
SERIES.]

CONCORD, N. H., DECEMBER, 1902.

[VOLUME III.  
NUMBER 4.]

## BOARD OF LIBRARY COMMISSIONERS.

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This number of the Bulletin completes the third volume of the new series. With the next number (March, 1903) a title page and index to Volumes I to III will be issued and a new pagination begun.

The commission have during the past year received several inquiries from persons desirous of obtaining positions in libraries. Believing that they can be of service both to such applicants and to the libraries by the establishment of a bureau of registration, they invite persons desiring positions in libraries to register with the secretary of the commission, sending full description of their education and experience, and copies of letters of recommendation. They also invite libraries desiring to employ librarians or assistants to communicate with the secretary, stating fully their needs. Careful records will be kept and an effort made to be of service by bringing to the notice of such libraries suitable persons to fill positions therein. The commission will not undertake to investigate the actual qualifications of applicants, but rather will submit to

libraries for investigation the statements and recommendations of such applicants as appear from the records to be qualified for the position to be filled.

The commission believe that the clearing house for periodicals is to be a success. Already quite a large number of periodicals have been received from libraries in different parts of the state, and other libraries have written that they will send later. As there seems to be some misunderstanding about the length of time the clearing house is to run, the commission desire to announce that they will continue it for a year at least. This means that a library may send in its duplicates at any time during the next year and have its wants supplied so far as they can be. The first attempt to supply wants will be made about the first of December.

Mr. Fletcher's paper in this number is so filled with the same spirit that is very much in evidence in the summer library school which is held each year in Amherst, Mass., under his charge that we cannot refrain from making mention of the fact. While it is no part of the province of this Bulletin to advertise anything, the commission believe that they are justified in saying that one of the principal elements contributing to the success of this school has been the teaching of library work along the broad lines suggested by his paper.

## SUGGESTIONS FOR INCREASING THE USEFULNESS OF SMALL LIBRARIES.

The library ranks second only to the school as an educational institution. Carlyle said, "The true university of these days is a collection of books."

The moral and educational value of a library is hard to estimate but depends largely upon the kind of books, the class of borrowers, and the character and personal efforts of the librarian. In this list the librarian, perhaps, has most influence, for the personal element is a very strong factor and, I believe, is much more potent in the town than in the city. One might almost say that the librarian's personal influence is in inverse ratio to the population.

### LIBRARIAN'S RESPONSIBILITY.

The big city library is much like a big machine, and the work done is, of necessity, somewhat like machine work. The librarian himself only occasionally comes into personal touch with the borrower, and the amount of work which must be done requires system and detail. Thus it comes about that one person does one thing while another does another, and each knows only his own part of the work; but in the libraries of the small towns hand work is possible. We all know how much higher hand work ranks than machine work. In these small libraries the librarian does all parts of the work herself, handles all the books, becomes individually acquainted with them, and knows personally all her borrowers. Herein lies her opportunity, and her responsibility as well, for getting the right book into the hands of the right reader.

It is true that in many of the small towns the charge of the library is only a side issue with the librarian, her calling, perhaps, being that of school teacher, dress-maker, or housekeeper. Since this is the case, the amount of interest shown and the good work done by these librarians deserve high praise. Nevertheless, I fear that many of them underestimate their calling to the library work, and do not realize the responsibilities laid upon them with the office. They need to know the character of the books that they are handing out to

the school girls and boys. These should be books with high ideals, pure motives, and good language. Better a few such than many of the poorer sort.

The minds of school children are so impressionable that we cannot overrate the value of good reading during this period of their lives. The choice of such reading lies largely in the hands of the librarian in the small town, for she knows each boy and girl and can influence each, personally. If she happens to be a school teacher she has the added advantage of knowing just what books would be most helpful to the children in connection with their studies; if a housekeeper and a mother, she knows which cook books are best and most practical, and which juvenile books are best suited to the children of different ages. So, while there may be disadvantages in spending only part of one's time in the library, there are also advantages.

Is this too much to expect of the librarian who receives, perhaps, twenty-five dollars a year for her services? Yes, if merely the money value be considered, but if it be looked upon as an opportunity for doing good, as patriotic missionary work for the town and for the nation, it will be found that many have willingly spent themselves for such ends in the past, and many more as willingly will spend themselves in the future.

### TRAINING A SUBSTITUTE.

It is a good idea for the librarian to interest some young person of the town in the work of the library and to train her or him, as the case may be, so that there may be some one to step into the gap in case of the librarian's illness or necessary absence. It is better for the librarian and better for the library to have some such person upon whom to rely in time of need, and it would be a rare town which did not have some person who was "fond of books," and would be glad to give her services until she had learned the ways, for the sake of being "in the library."

### MAKING THE LIBRARY ATTRACTIVE.

Libraries in the small towns often are lodged in some room in the town hall. These rooms, sometimes, are lacking in any feature of beauty or comfort. To make

them in the least degree homelike and cheery is, indeed, a work of art, and greatly to be praised is the librarian who accomplishes it.

Plants do much towards making a room inviting, but when a room is open only a few hours a week and not heated the rest of the time, plants are out of the question during cold weather.

Pictures will keep in cold rooms without attention, and they go far towards making a room attractive, but let them be chosen with care. Better a few of the best than many of the poorer sort.

The books themselves, if uncovered, do much to brighten a room and to make it cheerful and homelike. Sometimes, however, the shelves which are usually against the walls are shut in by wooden doors, so that no books are visible except as each door is unlocked by the librarian.

Where the books are placed in the room of a town hall used for town meetings, entertainments, dances, and fairs, this concealing of the books would seem a necessity, unless glass doors could be afforded. When the library has a room of its own, doors of any sort can well be dispensed with, and the room gain thereby in cheerfulness and attractiveness.

#### VISITING LIBRARIES.

One can often gain good ideas for her home library by visiting other libraries and by talking over the work with those who are interested. Make a point, then, as opportunity offers, of visiting libraries either large or small. Seldom will one go in the right spirit without finding the visit productive of good either to the visitor or to the one visited. Often it will prove so to both.

#### LIBRARY MEETINGS.

Library meetings are another source of help, of which the librarians of the small libraries do not avail themselves quite so much as perhaps they might.

The idea seems to prevail that these meetings are helpful only to those in the large libraries. This may have been true at one time, but of late years especial pains has been taken to make the meetings practical and helpful to the workers in small libraries.

Several times it has been my pleasure to hear from the librarian of some village library, who had attended one or two meetings, such an expression as,—“Why! I had no idea that there would be anything in these meetings that would be helpful to me. It is so hard to get to them that I hardly had thought it worth while to make the effort, but I certainly shall do so after this. I have enjoyed it so much!”

#### NON-FICTION.

The two-book system has been mentioned before in these columns, but I beg leave to advocate it once more, especially to those librarians whose issue of fiction is over sixty-five per cent. In this case the probability is that many good books of non-fiction are standing on the shelves unused, month after month.

Many are they who, if they can have only one book, will take the fiction every time, but if they can have their indispensable story *and* some other book, they often will be glad to take a work of history, travel, or biography, or some of the numerous nature books which have been published during the last few years. At least, give them the chance.

I would suggest going even farther than this and allowing those who have club papers to write, or those who wish to pursue any course of study or research, to take a number of books at a time and to keep such as long as needed, provided no one else wants them. With this arrangement it should be understood by the borrower that after he has had a book two weeks it must be returned at once, on notice that it is called for by some one else. This plan will be found to facilitate study and will put into circulation books that otherwise might long stand unused on the shelves.

#### SUNDAY-SCHOOL LIBRARIES.

In times past every Sunday-school had its own library, and though of late years some have done away with this function, probably most of the country churches throughout New Hampshire still have their Sunday-school libraries. Presumably these libraries, for the most part, are small and can add few new books yearly. Is there not a chance here for the town library to be of



use? Why not send to the church each week a number of books selected from the town library by the librarian, or by some committee from the Sunday-school?

Is it not probable that there are people in the community, living at a distance from the library, who regularly attend church and Sunday-school, but often find it inconvenient to visit the library during the time when it is open? Why should they not be served through the Sunday-school library?

#### BRANCHES.

These people might, perhaps, be served in another way quite as well, if they live in some hamlet or outlying village where there is no library. There probably would be some one in the community who would be willing to take charge at his own home of a dozen or more books sent out by the town library, and to circulate them among his neighbors.

These books could be sent from the library once in two weeks, once a month, or once in two months, as seemed best to suit the conditions of the case. If there is a school in the district, very likely the school teacher would be willing to take charge of the books.

Each of these ways has been successfully tried in different localities. Each has its advantages. In the case of the books in the home, they are usually available at all hours of the day and evening, while in the school they are attainable only at given hours. On the other hand, if issued through the school, the teacher has the opportunity and the great advantage of guiding the reading of her pupils along helpful lines.

There are many attractive books now which have been published to supply just this need of supplementary reading for the schools. Oftentimes, too, when a parent does not care enough about reading to go even a short distance for a book, he will pick up and read one which he finds ready to his hand, brought by his child. If certain books are wanted by the people, the names of such could be sent with the books returned, and the librarian could send in the next lot such as were available.

This method would apply just as well if

the Sunday-school were used as the medium of distribution. People could leave on one Sunday the names of books wanted on the next.

#### INTER-LIBRARY LOAN.

In these days, the thought of the brotherhood of man so pervades society that it touches the heart even of institutions and makes one library glad to supply another's need.

The libraries in some of the large cities, and also some of the college libraries, will send books, such as the smaller libraries cannot afford to buy, with no charge but that of transportation; this the borrower in all cases must agree to pay. This is a great help to the student who often cannot afford to buy all the books he needs and whose home library cannot supply him.

This use of the town library as a medium through which to get books from the larger libraries, is somewhat recent, and consequently the opportunities thus afforded have not been so fully improved as they doubtless will be in the future.

In some places the legal aspect still is considered paramount, and no books are allowed to go out of the town because the taxpayers, having paid for the books, may find fault if they are loaned to any one who has not shared in the expense. But the larger libraries are taking a broader and more liberal view of the matter, and maintain that we are all working for the same end; that all our work is for the educating and uplifting of the people, and therefore we should work shoulder to shoulder, and "lend a hand."

No harm seems to have come as yet (at least we have heard of no lawsuits) from this liberal interpretation of rights and privileges, and we feel confident that as time passes, these privileges will be extended rather than curtailed. In fact, there is now pending before congress a bill to lower the rate of postage on books sent from libraries, in order to facilitate just this wider use of books.

One library, in its liberality, goes so far as to loan not only books but pictures, and in sufficient numbers so that the smaller library may have picture exhibitions.

This same idea might be carried out in a somewhat different way between the small town libraries. Each library has some books not possessed by another. A certain number of these books might be sent from one town library to another for a limited time, perhaps a month or two, and then exchanged for others. In this way the various libraries in a section could place before their readers a larger number of books than any one library could afford to buy. This could probably be accomplished without expense, for in almost any community there would be some public-spirited man who, for the good of all concerned, would be willing to carry the books free of charge. Even if the service were paid for, the expense would be slight.

#### PICTURES.\*

Pictures have come to be a recognized element in the work of most of the larger libraries and in many of the smaller ones. Some of the town libraries, however, have not yet taken up this branch of the work and it is to such that I would say a few words.

In speaking of pictures I refer especially to those which may be circulated as are books, whether they be unmounted, mounted, or framed. Few doubt that the usefulness and good influence of any library are increased by the addition of this department.

The Perry, the Brown, the Cosmos, and the Witter pictures are all good and all inexpensive. In many places these pictures are used quite largely by the women's clubs for illustrating papers and talks. They have also been found useful to school teachers in teaching history and in promoting the love of art. Some have found them helpful in teaching Sunday-school lessons.

These same ends may be gained in another way. Advertisements and cheap magazines abound. From these may be gathered a wealth of pictures which, if sorted and well arranged in scrapbooks, make most interesting and instructive volumes both for young and old. Or these pic-

tures may be mounted on cardboard and arranged by subject. (See Bulletin for December, 1901.)

I trust I shall not be misunderstood. I am not advocating advertisements and Perry pictures above others. If the library can afford mounted photographs, have them by all means, and have framed pictures, also, to issue to the homes. Yes, the time has actually come when framed pictures are issued, like books, from public libraries.

A few photographs of the best pictures of the great masters, framed in good taste and issued to the homes of the people, surely would do much to educate and cultivate.

If the library funds allow the purchase of but few pictures, it might be well to make the rule that only one framed picture at a time should be issued to a family. I should advise, however, that the time limit for such pictures be made longer than for the book—perhaps one month instead of two weeks. The beauty of a picture and its meaning are not always upon the surface, but grow upon one day by day.

Do not let the taking of a picture deprive the borrower of a book. Let the picture be additional. Possibly the borrower may enjoy it so much that he may be interested to learn something of the artist, or be led to inquire more fully concerning the subject of the picture.

But if the more expensive photographs are entirely out of the question for the present, a good start may be made with advertisements or magazine pictures, and the inexpensive prints. These will be found much better than nothing.

#### SCRAPBOOKS.

Reference was made to arranging in scrapbooks such pictures as were obtained from magazines and advertisements. These scrapbooks come within the reach of all and if well arranged will be found useful in any library.

A Biblical scrapbook might be made which would help to illustrate the Sunday-school lessons.

A scrapbook containing pictures of authors and their homes, with short selections from their works and some information

\* An excellent article on this subject by Miss Caroline H. Garland appeared in the BULLETIN for December, 1901.

about them, would be helpful to those beginning the study of literature, and interesting to almost any one.

Another book might be made with history for its subject, and another with art, thus imparting information and encouraging study in one of the pleasantest of ways.

#### LIBRARY CLUBS.

A library club might be formed in each neighborhood for the making of these scrap-books, and for helping the library in any way possible.

The club should have at its head some person interested in the work, who would stimulate the gathering of material and superintend its arrangement into books. Whoever may or may not be in such a club, be sure to let the children have some connection with it. To make the children feel that they have a part in the library and that they are of use to it is a sure way to make it more useful to them.

#### UNCOVERED BOOKS.

What is more inviting, more tempting, than the shelves and tables of a book store? You drop in on a hurried errand, and before you can get away some bright cover or pleasing binding catches your eye, and you must stop to see what the book is. How many times this results in a purchase the bookseller knows full well, and continues to display his books in spite of many shopworn volumes left on his hands. If he covered all his books it would save many soiled copies, which must be sold at a great discount or not at all, yet he doesn't do it.

If it pays the book-seller not to cover his books, why should the public library cover theirs? As a fact, very few libraries nowadays do cover their books. They want the books read, and many more books will be read if they are attractive. The books certainly will be more attractive if they are not all clothed in the same color and style of dress; in other words, if they wear their own individual costumes instead of being covered from head to foot with a kitchen apron. Of course the reason is given that the books get badly soiled. As a rule, I believe it will be found that the book has to go to the bindery by the time it is disagreeably soiled. If it should get soiled before

it needs rebinding, then cover it. The people will then have had the good of the binding while it was fresh and new.

Mabie could never have been in a library with covered books when he fancied himself at the keyboard of an organ, the pipes of which were the gilded and many-colored rows on the shelves, from which he could have music of his own choosing.

F. MABEL WINCHELL.

#### SELECTED BOOKS ON PHOTOGRAPHY.\*

The subject of photography has been so developed in very recent years that the majority of books generally regarded as good are becoming old, not exactly obsolete, but yet enough out of date to be excluded from the order list of today.

Popular interest in photography has in late years increased in proportion to the growth of the subject matter of photography itself. New applications of scientific and industrial value, new processes of beauty, a growing belief that photography has some claim to recognition as a branch of art, all this, and more, make frequent the calls for information along its several lines. As a result, many books have been written to satisfy this demand. From these, a relatively small group of the best have been chosen as likely to form a suitable collection for a small library.

Tennant & Ward publish a classified list of standard photographic books (American and English), at present obtainable. Date of publication, price, and brief notes as to scope and character of each book render the list very helpful.

A bibliography of photography was begun in the "Photo-Era" in February, 1902, and will be continued during the year.

#### PERIODICALS.

Photo-Miniature. (Monthly.) \$2.50. Single numbers, 25 cents. Tennant & Ward, 287 4th Ave., New York.

The best treatment of particular subjects seems now to be given in the "Photo-Miniature," which forms a series of monographs. The information they give cannot be had elsewhere except at considerable expense. They are thorough, concise, and practical on each subject treated.

Contents: 1. Modern lenses. 2. The pose in portraiture. 3. Hand-camera work. 4. Photography

\*Published by Wisconsin Free Library Commission.

outdoors. 5. Stereoscopic photography. 6. Orthochromatic photography. 7. Platinotype processes. 8. Photography at home. 9. Lantern slides. 10. The "blue print." 11. Developers and development. 12. Retouching negatives and prints. 13. Photographing flowers and trees. 14. Street photography. 15. Intensification and reduction. 16. Bromide printing and enlarging. 17. The carbon process. 18. Chemical notions for photographers. 19. Photographing children. 20. Trimming, mounting, and framing. 21. Albumen and plain paper printing. 22. Gum-bichromate printing. 23. Photographic manipulations. 24. Photographing clouds. 25. Landscape photography. 26. Telephotography. 27. Pinhole (lensless) photography. 28. Seashore photography. 29. Flashlight photography. 30. Photographing interiors. 31. Photographing at night. 32. Defects in negatives. 33. The dark-room.

Photo-Era. (Monthly.) 170 Summer St., Boston. \$1.50.

Of excellent make-up. Inclines toward the pictorial side of photography.

Photo-Beacon. (Monthly.) 409 Security Bldg., Chicago. \$1.

Has excellent editor. Like above emphasizes pictorial element.

Photo-American. (Monthly.) 131 Bible House, New York. \$1.

Good all around amateur class journal.

#### ANNUAL PUBLICATIONS.

Photograms. Tennant & Ward. Paper, \$1; cloth, \$1.25.

Reproduces and describes the best photographic pictures of each year; with illustrations, descriptions, and critiques of the principal exhibitions, completely representing the progress of pictorial photography.

First published for year 1895. The very best thing on pictorial photography, a complete set very desirable.

American annual of photography Scovill & Adams, New York. Paper, 75 cents.

International annual and American process year book. E. & H. T. Anthony, New York. Paper, 75 cents; cloth, \$1.25.

Above are good, of about equal value. Each contains a great deal of valuable matter, papers on various topics, tables, formulæ, etc.

#### GENERAL REFERENCE.

Bayley, R. C. Photography in colors; popular description of best known methods. 1900. Tennant & Ward. 50 cents.

Supplies a popular demand for something on color photography.

Black, Alexander. Photography indoors and out. 1893. (Riverside library for young people.) Houghton. 75 cents.

An admirably planned book, very interestingly written, its historical account particularly so. Covers the whole field of work within the amateur range, has appendix of useful tables and formulæ and notes

on chemistry of photography, color and stereoscopic photography. The illustrations and numerous diagrams make it a very helpful book.

Burbank, W. H. The photographic negative. 1888. Scovill. \$1.50.

—Photographic printing methods. 1889. Scovill. \$1.

These are still valuable works, particularly the latter.

Harrison, W. J. History of photography. 1887. Scovill. Net, \$1.

The best history.

Hinton, A. H. Practical pictorial photography. 1898-99. 2 parts in 1. Tennant & Ward. \$1.25.

By a master of the subject.

Photo-Beacon exposure tables. Photo-Beacon Company. Paper, 25 cents.

Of great assistance in the saving of plates from under and over-exposure.

Todd, F. D. First step in photography. 1897. Photo-Beacon Company. Paper, 25 cents.

—Second step in photography. 1897. Photo-Beacon Company. Paper, 50 cents.

Small in size, straight to the point. A book the young photographer should own.

Wilson, E. L. Cyclopædic photography. 1894. Tennant & Ward. \$4.

2,500 references, alphabetically arranged, illustrated and well bound. Excellent for ready reference.

Woodbury, W. E. Photographic amusements. 1895. Scovill. \$1.50.

Descriptive of novel effects obtainable with camera, spirit photography, same person reappearing several times in same group, etc. Something the boys will surely want.

#### THE LIBRARIAN AND THE GARRET.

The Squire was dead, and the house where he had lived for fifty years was to be enlarged and remodeled for a summer home for one of his daughters. One afternoon her boy came into the library with this message, spoken so fluently, even breathlessly, as to suggest long study and many repetitions by the way. "Mother says there are some old magazines and newspapers in the garret that are no use to her and you may have them if you want them, and she is cleaning out the house and if you would

like them she will send the farm-wagon down as soon as I get home."

The librarian bethought herself of an unused cupboard, where the gift could be stored for a time, sent word to the boy's mother that it would give her great pleasure to take the periodicals, and in the course of an hour, with the help of the boy and the "hired man," who drove the wagon, had packed them into the cupboard to await a leisure day.

The librarian was a woman of middle age who gave nominally two afternoons and an evening a week, but really most of her time, to the town library. She had for years bought books wisely and carefully out of its small funds, and knew in what classes it was deficient. She had several sets of magazines, and a glance at the gift showed her there were no complete volumes, and that some of the pictures had been cut out or painted by the children. How could she make the best use of the odd numbers?

The next morning she sorted the wagon-load, and found about a hundred numbers of "Harper's" magazines from 1850 to 1870, fifty numbers of the "Atlantic" from 1858 to 1875, fifteen or twenty of "Godey's Lady's Book" in the '40's, and a miscellaneous lot of the "Century," "Scribner," "McClure," and "Munsey." Besides these, there were old newspapers, yellow and creased, and some pamphlets and paper-covered novels.

The Squire was of Abolitionist stock, and among the newspapers were twenty or thirty numbers of William Lloyd Garrison's "Liberator," with a slave in chains on the first page and a chapter of Wilkie Collins's "Dead Secret" on the last. There were a six months' file of "The Carpet Bag," a humorous paper published in Boston in the '50's; one of "Vanity Fair," before the election of 1860; anti-slavery tracts; funeral sermons; two of the three numbers of "The Pioneer," edited by James Russell Lowell; an odd number or two of "The Dial"; two paper-covered novels, "The Children of the Phalanstery" and "Henry Russell, a tale of the year 2,000," and one or two of Emerson's lectures in their original pamphlet form, that suggested the influences at work in the years when the Squire was a young man in a lawyer's office in Boston. There

were, too, speeches in congress and state documents that were sent to him after he went to the legislature, and warrants for town meetings and town reports, in a pile with copies of "Jane Eyre" and "The Mysteries of Paris," in small double-columned type and brown paper covers. If the Squire's daughter had been the reading member of the family, she would never have given away books that had held her spellbound under the eaves of the garret in rainy days.

The librarian kept all the purely local matter, a file of the village newspaper, and the town warrants and reports. She sent the "Liberator" and the political pamphlets to the state library and put aside whatever had an interest connected with the New England reformers to wait until she could take advice from one of the librarians of large city libraries whom she had met at Magnolia, as to what to do with them. By this time the morning was over. The next rainy day she attacked the magazines. She knew her "Harper" in the early days, and going through the numbers with the familiarity which comes of long practice, she took the signatures carefully apart, placed in one pile articles on Benjamin Franklin, the Boston Tea Party, Paul Jones, Pontiac, and Commodore Perry; in another, accounts of Russia, Sweden, and India; in a third, articles on gorillas, reindeer, and other animals; in a fourth, ghost stories and weird tales; and in a fifth, the Editor's Drawer, with its funny stories to amuse invalids or furnish illustrations for speeches. Some good short stories, which the librarian remembered with pleasure, were placed in a sixth pile, and the remaining fragments put away for the sake of the pictures, which the Woman's Club of the town would be glad to cut and mount according to directions already published in several state bulletins.

On another day the librarian turned her attention to the "Atlantic Monthly," and made a collection of out-of-door papers by Higginson, Burroughs, and Thoreau, another of pleasant short stories, like Rose Terry Cooke's "Lizzy Griswold's Thanksgiving," or Miss Alcott's "Modern Cinderella" and "Debby's Debut," and historical or literary essays on such subjects as the English laureates or Jane Austen. She sci-

sored poems which are not easy to find or are out of print in book form, like Brownell's "Bay Fight," in "Harper," and his "Abraham Lincoln," in the "Atlantic." She collected amusing stories like Bayard Taylor's "Experiences of the A. C."; kept Harriet Prescott Spofford's "Midsummer and May" and "Amber Gods" for the delight of a bookish young girl to whom they would open broad paths of poetry, history, and romance; and arranged political articles, carefully sorted by subjects, for the Academy Debating Club.

The odd numbers of "Godey" furnished stories by Hawthorne and Poe, besides many glimpses of social and domestic life for club papers on such subjects as "The Woman of Today and Her Grandmother." All the fashion plates that the children had not cut out for paper dolls were put aside to be mounted and labelled with the year in which they were published. Writers and illustrators of novels and stories often make slips in describing costumes for the want of just such helps as these, and the librarian knew that at least one ambitious young woman in her town was writing novels and short stories of the period before the Civil War. The fashion plates, too, would be a great help in costuming for plays and tableaux, and the librarian added many illustrations from later magazines, even up to the peasants from the current number of "Munsey," a duplicate copy of which had been given to her.

She sorted the articles in "Scribner" and the "Century" just as she had the earlier periodicals, fastened subjects together with Niagara clips or Konaklips, at fifteen cents a box, and put them into stout brown paper covers. They are in use just now by schools, invalids, and general readers, and with careful handling will last for several years. After the fashion plates and costume pictures were mounted, the librarian hung them around the walls of the library for a week or two, and sent a notice of them to the village paper, which attracted visitors from other towns and gave them an impulse to make the contents of their garrets useful to their own town libraries.

CAROLINE M. HEWINS.

## MODERN LIBRARIANSHIP.

Modern librarianship has distinctly a three-fold aspect: the scholarly, the administrative, and the missionary. A whimsical writer in a recent number of the "Book-Buyer" enters a plea for the "old-fashioned librarian," which sets him forth as above all else a scholar,—to such an extent simply a scholar that neither of the other aspects of the calling appeals to him in the slightest,—his library goes practically unregulated, administers itself as best it may,—while the public cheerfully stays away and is hardly aware that such an institution is in existence.

The new-fashioned librarian is above all else an administrator. He organizes, classifies, catalogues (in several different ways), introduces "systems,"—charging systems, two-book systems, delivery systems, and so on. His assistants constitute a "staff,"—in some libraries their "time" is automatically kept; they are graded, their work is carefully suited out to them, they must be methodical, regular, industrious. This means that our libraries have waked up and caught something of the stirring, bustling air of the age, which is as it must be if they are to appeal to such an age and serve it. At the same time they have caught the altruistic spirit of the time and, waiting no longer for the public to seek them out, are almost ready to force spiritual pabulum down men's throats. The librarian is not now worthy of his place who does not consider unused books a reproach and an unreading people a field for his most earnest efforts. So he makes his library attractive, advertises it, opens a children's room, a smoking-room, a museum, sends books out into the highways and hedges, to schools, shops, engine-houses, police stations, jails, tenement houses, and any place where some reader may be found or made. Here again we see the library caught in the movement of the times, and responding to its noblest incentives.

But just when the administrative and the missionary aspects of librarianship are so much to the fore, is it not a good time to put in a plea for more of the spirit and at-

mosphere of scholarship behind the librarian's desk? This brief article is intended as such a plea. It enters no objection to the fullest development of the other aspects of librarianship, but in the spirit of the Scripture which says, "These things ought ye to have done and not have left the other undone," it urges the essentially scholarly character of our calling. An illiterate librarian,—this would be a contradiction in terms; we all recognize that, but is it not true that too many librarians are content with but slight attention to the truly professional aspects of their work?

So far as my influence can reach, I wish to protest against a merely administrative and merely humanitarian conception of this work, and I would go so far as to decidedly discourage any one from taking it up who did not intend and determine, whatever present attainments may be, to become, as rapidly as possible, a scholar, in the best sense of the term. And I mean not a mere smatterer, but one who is with some thoroughness conversant with all the subjects, excepting of course in some technical fields, represented in the library; and I mean further, not having a mere catalogue knowledge, knowing who has written on the various subjects, but a somewhat intimate knowledge of the pros and cons of all questions, historical, scientific, and literary, which come within the range of the library's resources. I know from experience what it is to have to confess ignorance of a subject which a patron of the library may speak of and wish to get light upon, but I also know that no one having the spirit of the true librarian will rest content in such ignorance or accept any such shallow excuse for it as is often given,—“one cannot be a specialist in everything.”

No; but one can have enough knowledge of everything to avoid being an ignoramus with regard to any matters of general information, and it is a fact that nothing is nowadays more common than complaints that we find clerks in book stores and library attendants who seem to accept the role of ignoramus with the utmost cheerfulness.

So I say it is not enough for the librarian to know how to do certain work, and to

have also a spirit of helpfulness and a desire to make the library as useful as possible. These are great things and are worth much more by themselves than the “old-fashioned” librarianship, which was scholarly only. But we must have the transfusion of the new with the old. Libraries are springing up as by magic, and with equal rapidity the small libraries are assuming size and importance.

Let us, so far as we may, insist that our librarians shall accept their work in the truly professional spirit, not as a technical pursuit. Fortunately for us librarians, our work itself is with books. Let us never handle one without snatching from it some knowledge or truth. One may get at the gist of a book in cutting the leaves. I am not quite sure that mere contact with books in itself does not, by some subtle psychic process, convey to the eager and receptive soul some spiritual tonic and uplift. The great thing is to have the necessary receptivity, the scholar's quick, active, hungry, assimilative mind. Then in a thousand ways one becomes learned. Each new fact or truth falls into its due place and leads on to another. And the old marvel is repeated—

“—the wonder grew  
That one small head could carry all he  
knew.”

So should the live librarian impress the public, and never rest contented with anything short of that kind of knowledge, of learning, and of discernment which will make him fellow of the best minds in his community. A college education may do this for a person, or it may not. There are hosts of uneducated college graduates.

One other consideration: A library will do its best work for a community by helping its scholars—teachers, preachers, lawyers, writers. The librarian must meet them on their level, and in a sense know more than they. And it can be done.

But some one will ask, “Do you intend this to apply to the average librarian of the small country library?” Certainly I do. To be sure, many such have no idea of making librarianship a life work—they are waiting for something (or some man) to turn up. Never mind. A young woman will make a better wife and mother for having some-

thing of a liberal education, and it is a truly liberal education that can be got in the way I have indicated. Instead of fancy work or light reading to fill up waiting time in a library then, there should be study. A reading knowledge of several languages can be acquired without too much effort, and such knowledge is a principal key to scholarship. Going quietly and earnestly to work, a young person with very little of what are called educational advantages may become a more acceptable candidate for responsible and lucrative library positions than another, even a college graduate, who has had a library school training, but has somehow missed scholarship, which is the *sine qua non*, the one thing needful, of true librarianship.

W. I. FLETCHER,  
*Librarian of Amherst College.*

### STUDYING THE LOCAL COMMUNITY.

Not many individuals and not many communities are so "single minded" as not to need considering from several different points of view.

Dr. Holmes's humorous characterization of "the young fellow called John," in the "Autocrat of the Breakfast-Table," will readily occur to every one. There is, says Dr. Holmes, "1. The real John; known only to his Maker. 2. John's ideal John; never the real one, and often very unlike him. 3. Thomas's ideal John; never the real John, nor John's John, but often very unlike either."

So far as one's reading is concerned, if we were dealing with a company of skilled artisans (electricians, for instance), it would be both appropriate and necessary to consider the electrician's reading as being, in part at least, in some other field than electricity. To paraphrase Dr. Holmes, we might say that there is, first, the "electrical" electrician (for whom we must provide "technical" books); second, the "individual" electrician (with individual hobbies such as photography or taxidermy, for whom, also, we must provide books); and, lastly, the "all-round" electrician (the man for whom a library of the widest and most catholic

scope must be provided, in the gradual unfolding of all the powers of his mind).

Communities are not so very different from individuals in this regard. One of the chief differences between a large and a small library, it is true, lies in the facility with which the above requirements can be met; but even the small library is not without its opportunities and obligations in this respect. If, for instance, the community is one which has a chemical industry, or is devoted to sheep-raising or to carriage-building, an obvious line of books to be purchased by the local library is suggested by each one of these operations. But, in the second place, it is no less the duty of the librarian to keep himself informed of the existence of a camera club in his community, or of a class for the study of Italian art. And, in the third place, it is also his duty to keep in mind the needs of the "all-round" man, and, so far as other conditions will admit, see that the library grows symmetrically, and is not glaringly deficient in "the books of all time."

"So far as other conditions will admit," as just stated, this should be aimed at; and it may well be acknowledged that here is one of the most difficult of the librarian's problems. "Books are made to be read," and it is neither economy nor wisdom to have much "dead wood" on the shelves,—books never looked at from one end of the year to the other. But there are few desirable results in this world which come about spontaneously, and without the exercise of any human effort, patience, and skill. Perhaps there is no one principle which has been so fruitful in the direction above indicated,—that of securing readers for the library's best books,—as that of allying the local library with some definite local center of thought and interest. One conspicuous instance of this success is in the close juxtaposition of school and library, at Glen Haven, N. Y. (recently described in the October Library Journal). An instance of a different class is the close juxtaposition of the local library and local natural history museum at Chocorua, N. H. Other instances familiar to all New Hampshire librarians, are the close alliances between the local



libraries and the local study clubs or classes which are found all over the state.

It is always well to look difficulties squarely in the face, and one of the fundamental difficulties in the case of the smaller libraries is unquestionably the painfully small sum available for salaries. But have we in every instance exhausted all our opportunities for profiting by unpaid disinterested counsel and suggestion, and cheerful placing of time and service at the disposal of the local library, on the part of public-spirited men and women? I have in mind more than one such instance of conspicuous public service, within the limits of the state of New Hampshire, by accomplished men and women, both "residents" and "non-residents." Have we discovered them all? I am quite content to leave the subject with this query.

WILLIAM E. FOSTER.

Providence Public Library,  
October 25, 1902.

#### A SELECTED LIST OF BOOKS ON MUNICIPAL GOVERNMENT.\*

There is throughout Wisconsin a strong and growing interest in questions of municipal government. The Wisconsin Municipal League has a large membership, and is one of the three state leagues issuing a regular periodical. This bulletin has been prepared as a short, practical list of books to meet the needs of members of the League, and as a guide to the literature of the subject which will be of special use and value in Wisconsin.

Librarians who are quick to feel the public interests and alert to respond effectively, have, through the renewed interest in these vital questions of good government, an opportunity to make the library useful to thinking people. Library boards may well supply a few of the best books on municipal questions, and through them appeal to a class of readers who are most influential in promoting public welfare.

The Wisconsin Free Library Commission has traveling libraries on municipal government which contain most of the books in-

cluded in this list. These libraries may be had for the cost of transportation, upon application from any public library, city council, village board, or group of responsible citizens. The traveling libraries will be most needed in small towns and villages where the book funds are so limited that it is impossible to buy many books on one special subject.

For more extended lists of books readers may be referred to the bibliography in the report of the National Municipal League's committee on instruction in municipal government, and to Brook's "Bibliography of municipal problems and city conditions." Ed. 2, 1901. \$1.50.

Baker, M. N. Municipal engineering and sanitation. 1902. Macmillan. Net, \$1.25.

A very valuable treatise, designed for the use of city officers and the general public. Its strong points are its concreteness and valuable suggestions.

*Contents:* Ways and means of communication; Municipal supplies; Collection and disposal of wastes; Protection of life, health, and property; Administration, finance, and public policy.

Bemis, E. W., ed. Municipal monopolies; a collection of papers by American economists and specialists. 1899. (Library of economics and politics.) Crowell, \$2.

A lucid and popular presentation of the main propositions with reference to water, lighting, street railways, and telephones.

*Contents:* Water-works (M. N. Baker); Municipal electric lighting (J. R. Commons); Latest electric light reports (E. W. Bemis); Validity of electric light comparisons (F. A. C. Ferrine); Telephone (Frank Parsons); Municipal franchises in New York (Max West); Legal aspects of monopoly (Frank Parsons); Street railways (E. W. Bemis); Gas (E. W. Bemis); Regulation or ownership (E. W. Bemis).

Dallinger, F. W. Nominations for elective office in the United States. 1897. (Harvard historical studies.) Longmans. Net, \$1.50.

A valuable study of the methods of making nominations in the United States.

*Contents:* Historical sketch of nominating machinery in the United States; Description of the present system of nomination; Defects of the present system; Remedies for existing evils.

Fairlie, J. A. Municipal administration. 1901. Macmillan. Net, \$3.

The best general treatise on the subject of city government; should be read first if possible.

*Contents:* Municipal history; Municipal activities; Municipal finances; Municipal organization.

Gladden, Washington. The Cosmopolis City Club. 1893. Century. \$1.

An attempt to present in a simple and concrete form a few suggestions as to the methods in which

\*Published by Wisconsin Free Library Commission.

citizens may co-operate in the study of the subject, and a few hints as to the direction which municipal reforms are likely to take.

Gillette, H. P. Economics of road construction. 1901. English News Publishing Company. \$1.

A very practical little guide for city engineers and contractors.

*Contents:* Historical review; Earth roads and earthwork; Gravel roads; Macadam roads; Telford roads; Summary and conclusions.

Johnson, J. B. Recently improved methods of sewage disposal. 1900. (Bulletin of the University of Wisconsin.) 25 cents.

A concise and clear account of the septic system of sewage disposal. Can be read with profit by general reader. Wisconsin libraries may obtain this bulletin without charge from the University library.

Maltbie, M. R. Municipal functions; a study of the development, scope, and tendency of municipal socialism. (Municipal Affairs. December, 1898.) 52 William St., New York. 50 cents.

The best study of what cities are doing. Full of valuable information.

*Contents:* Evolution of the city; Present activities; Tendency toward municipal socialism.

Nation Municipal League. Proceedings. 1895-1900. v. 1-6. Published by the League. Girard Bldg., Philadelphia. \$6.50.

These volumes contain a vast amount of information and discussion upon various municipal questions. They include proceedings of the national conferences for good city government except those of the first conference (1894) which are out of print. Most of the volumes contain reports on conditions in American cities and a review of municipal progress during the year. Following is a synopsis of the papers and addresses.

#### v. 1. (1894-1896)

Some essentials of good city government in the way of granting franchises (E. W. Bemis); Proportional representation and municipal reform (J. W. Jenks); Results obtained by voluntary and temporary movements (W. G. Low); Municipal leagues and good government clubs (Herbert Welsh); The elements of a model charter for American cities (E. J. James); Uniform organization for Ohio cities (E. J. Blandin); Municipal government by national parties (Charles Richardson); Civic federation of Chicago (A. W. Small); Law enforcement societies (G. F. Elliott); Good city government from the physician's and sanitarian's standpoint (J. S. Billings); Municipal government from woman's standpoint (Mrs. C. A. Runkle); Civic religion (Washington Gladden); The work of Christian Endeavor societies in behalf of better citizenship (J. W. Baer); A logical system of municipal elections (C. C. Clark).

#### v. 2. (1896)

The recent revolt in Baltimore (C. M. Howard); Chicago since the adoption of municipal civil service reform (Merritt Starr); The work of the Ohio State Board of Commerce (T. L. Johnson); Municipal ownership of street railways (Charles Richardson); Municipal ownership (F. M. Loomis); Public control of municipal franchises (H. S. Pingree);

The relation of a municipality to quasi-public corporations enjoying municipal franchises (W. M. Salter); State boards of municipal control (F. W. Hollis); Reform of our municipal councils (H. W. Williams); Shall we have one or two legislative chambers? (S. B. Capen); A single or a double council (J. A. Butler); Should municipal legislators receive a salary? (J. W. Pryor); The necessity of excluding politics from municipal business (G. E. Waring).

#### v. 3. (1897)

Municipal voters (Charles Richardson); Municipal reform and the churches (T. N. Strong); The powers of municipal corporations (F. J. Goodnow); American political ideas and institutions in their relation to the conditions of city life (L. S. Rowe); The legislature in city and state, 1797-1897 (H. E. Deming); The exclusion of partisan politics from municipal affairs (F. M. Loomis); Commercial organizations and municipal reform (Ryerson Ritchie); The wage-earner in politics (George Chance); The business man in municipal politics (Franklin MacVeagh).

#### v. 4. (1898)

Proposed constitutional amendment; Proposed municipal corporations act; The municipal problem in the United States (H. E. Deming); The place of the council and of the mayor in the organization of municipal government (F. J. Goodnow); The city in the United States, the proper scope of its activities (Albert Shaw); Municipal franchises (Charles Richardson); The closing work of the 19th century (S. B. Capen); Proportional representation and municipal reform (W. D. Foulke).

#### v. 5. (1899)

An examination of the proposed municipal program (D. F. Wilcox); Political parties and city government under the proposed municipal program (F. J. Goodnow); Public opinion and city government under the proposed municipal program (H. E. Deming); A general view of the new municipal program (J. A. Butler); The power to incur indebtedness under the proposed municipal program (B. S. Coler); Public accounting under the proposed municipal program (L. S. Rowe); The financial reports of municipalities, with special reference to the requirement of uniformity (E. M. Hartwell); The importance of uniformity for purposes of comparison (S. E. Sparling); Financial control over municipal receipts and expenditures (A. F. Crosby); The accounting of public service industries (C. W. Tooke); Accounts of grantees of municipal franchises (W. S. Allen); The work of the Ohio Municipal Code Commission (Edward Kibler); The work of the Ohio Commission (E. J. Blandin); The status of the public service corporation question (H. A. Garfield).

#### v. 6. (1900)

An essential element in good city government (C. J. Bonaparte); Some features of the new municipal program (J. A. Butler); The new municipal program and Wisconsin cities (Joshua Stark); Does the new municipal program confer dangerous powers on the mayor? (Charles Richardson); The small city and the municipal program (S. E. Sparling); An essential safeguard to executive responsibility (George McAneny); Representation of different city interests in the council (W. D. Foulke); The improper influence on legislation by public service companies (J. F. Burke); The influence of public service corporations on city government (Washington Gladden); Dangers of the commercial spirit in politics (B. S. Coler); Public policy concerning rapid transit (G. E. E. Hooker); The government of the city of Glasgow (Albert Lasenby); Primary election laws (A. F. Wilder); Municipal political parties (M. R. Maltbie); Uniform municipal accounting (M. N. Baker); Uniform municipal accounting (J. B. Cahoon); Uniform accounting and state examination of public accounts (H. B. Henderson).

New York (city)—Mayor's committee, 1897.  
Report to the legislature on public baths  
and public-comfort stations. Published  
by the state. Net, \$1.

Price, G. M. Handbook on sanitation. 1901.  
Wiley. Net, \$1.50.

*Contents:* Sanitary science; Sanitary practice; Sanitary inspection; Sanitary law.

Robinson, C. M. Improvement of towns and  
cities; or, The practical basis of civil  
aesthetics. 1901. Putnam. Net, \$1.25.

A splendid presentation of the problems of public  
art in cities. It is a very readable and suggestive  
book.

*Contents:* Foundations of civic beauty: Site of the  
city; The street plan; The elementary construction;  
Beauty in the street: Suppression and repression;  
Advertisement problem; Making utilities beautiful;  
The tree's importance; Aesthetic phase of social and  
philanthropic effort: Possibilities of gardening;  
Parks and drives; Squares and playgrounds; Archi-  
tectural development; Architectural obligations;  
Aesthetic phase of educational effort: Function and  
placing of sculpture; Popular education in art;  
Means to secure civic aesthetics: Work of individuals  
and societies; Work of officials.

Sedgwick, W. T. Principles of sanitary sci-  
ence and the public health, with special  
reference to the causation and preven-  
tion of infectious diseases. 1902. Mac-  
millan. Net, \$3.

One of the best books on the subject and the most  
recent.

*Contents:* Health and disease; Infection and conta-  
gion, their dissemination and control; Fundamental  
problems of public sanitation.

Shaw, Albert. Municipal government in  
continental Europe. 1893. Macmillan.  
Net, \$2.

—Municipal government in Great Britain.  
1895. Macmillan. Net, \$2.

The two books quoted above are indispensable.  
They are written with a charm which is unsur-  
passed in the literature on city government.

U. S.—Labor department. Water, gas, and  
electric-light plants under private and

municipal ownership. 1900. (Annual  
report, 1899.) No charge.

A storehouse of statistics.

Waring, G. E., jr. Street-cleaning and the  
disposal of a city's wastes. 1897. Dou-  
bleday. Net, \$1.25.

Colonel Waring was the best authority on the  
subject of street cleaning. This book is full of val-  
uable suggestions on the subject.

Weber, A. F. Growth of cities in the 19th  
century. Macmillan. Net, \$4.

A study of the growth of urban population and a  
discussion of its causes.

Zueblin, Charles. American municipal prog-  
ress. 1902. Macmillan. Net, \$1.25.

"In the preparation of this work Prof. Zueblin  
has repeatedly conducted personal investigations into  
the social life of the leading cities of Europe, espe-  
cially England, and the United States. It will take  
up the problem of the so-called public utilities, pub-  
lic schools, libraries, children's playgrounds, public  
baths, public gymnasiums, etc. All these questions  
will be discussed from the standpoint of public  
welfare." *Publisher's announcement.*

#### PERIODICALS.

Municipal affairs. (Quarterly.) 52 William  
St., New York. \$2.

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